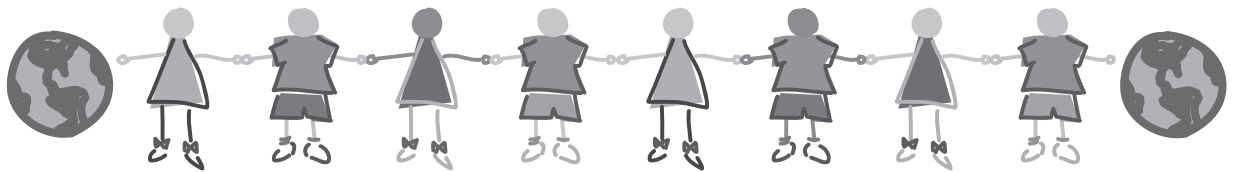# ENGLISH AS A SECOND LANGUAGE

Handbook for Teachers and Administrators

Office of Secondary Instructional Services
Virginia Department of Education
Richmond, Virginia 23218-2120

The format and page numbering of this on-line document vary from the originally published handbook (single column vs. double column), but the information contained within the document remains the same.

ENGLISH AS A SECOND LANGUAGE

HANDBOOK FOR TEACHERS AND ADMINISTRATORS

July 1999

**Office of Secondary Instructional Services
Virginia Department of Education
Richmond, Virginia 23218-2120**

COMMONWEALTH OF VIRGINIA
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Foreword

This publication, a revision of the 1992 Virginia Department of Education <u>ESL Handbook for Teachers and Administrators</u>, serves as a resource for school personnel working directly with limited English proficient students, for administrators conducting programs for these students, and for other members of the community assisting students who are learning English as a second language.

This handbook contains a variety of information. Definitions associated with ESL instruction and learning are included, along with suggestions for curriculum and instruction in an ESL program. An important section on responsibilities and the law addresses federal regulations that impact delivery of services to ESL students. The appendices provide information from other sources that are related to ESL. Appendix C also provides data from the most recent (1998) census of ESL students in the Commonwealth, including which languages are represented in which localities across the state.

Acknowledgments

Many people with extensive experience and expertise have contributed significantly in the preparation of this resource manual. Helen Jones, ESL Coordinator in Spotsylvania County, directed the work on this project.

Much of the material in this document has been provided by practicing ESL teachers and program coordinators from across the Commonwealth. Through the Virginia ESL Supervisors Association (VESA), they have generously shared what they have found, through experience, to be successful strategies in educating students of limited English proficiency. A list of ESL supervisors and the school divisions they represent appears in Appendix B of this document.

Sincere appreciation goes to Jeanette Comer who did much of the formatting and word processing for this manual.

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INTRODUCTION

Philosophy of the Program

In harmony with *ESL Standards for Pre-K-12 Students* (Teachers of English to Speakers of Other Languages, Inc., 1997), the purpose of English as a Second Language (ESL) programs in Virginia is to help limited English proficient students learn English as quickly as possible through specific ESL or bilingual instruction and to help them be successful in their school programs. Such instruction also should help them to adjust culturally to life in America. Efforts should be made to develop in the students and staff of the school an understanding and appreciation of the linguistic and cultural diversity of our student population. The school system should encourage students with limited English proficiency to share their heritage and culture with native English-speaking students. Through shared experiences, all students can learn to value each other=s worth in our society.

ESL and bilingual programs offer special resources and services to school staffs in meeting the needs of limited English proficient students; however, everyone in a school system has a responsibility to assure that students with culturally and linguistically diverse backgrounds have a positive educational experience while in our schools.

Full proficiency in English must be the over-arching goal of an ESL program if the limited English proficient student is to realize long-term personal, social, and economic success in an English-speaking society in the 21st century. Not only is English the official language of the United States, but it is also the international language of business, diplomacy, and science. An effective ESL program cannot be developed in isolation.

Planning effective language instruction must be a part of a system-wide comprehensive and challenging academic program. The cultural, linguistic, and cognitive competencies limited English proficient (LEP) students bring to the educational milieu should form the basis of the ESL program.

LEP students are individuals within a group, just like other students. Recent arrivals to Virginia schools come from very diverse cultural and linguistic backgrounds. Educationally, they vary from those who are fully literate in their home languages to those who come with very little school experience.

As of September, 1998, there were 26,779 LEP students in 102 local school divisions in Virginia representing over 100 linguistic groups, the largest of which was Hispanic with over 50 percent. Other languages represented in large numbers were Vietnamese and Korean.

The TESOL Standards

The goals of English as a Second Language programs should be clearly defined, specifying that students will demonstrate the ability to understand, read, and write English in order to function in American society. The three broad goals set forth in the Teachers of English to Speakers of Other Languages (TESOL) *ESL Standards for Pre-K-12 Students* are excellent departure points for school divisions organizing an English language assistance program. ESL students reach these goals through the instruction they receive.

GOAL 1: To use English to communicate in social settings

A primary goal of ESL instruction is to assist students in communicating effectively in English, both in and out of school. Such communication is vital if ESOL (English for Speakers of Other Languages) learners are to avoid the negative

social and economic consequences of low proficiency in English and are to participate as informed participants in our democracy. ESOL learners also need to see that there are personal rewards to be gained from communicating effectively in English. This goal does not suggest, however, that students should lose their native language proficiency.Standards for Goal 1

Students will:

1) use English to participate in social interaction;
2) interact in, through, and with spoken and written English for personal expression and enjoyment; and
3) use learning strategies to extend their commu-nicative competence.

GOAL 2: To use English to achieve academically in all content areas

In school settings, English competence is critical for success, and expectations for ESOL learners are high. They are expected to learn academic content through the English language and to compete academically with native English-speaking students. This expectation requires that learners use spoken and written English in their schoolwork.

Standards for Goal 2

Students will:

1) use English to interact in the classroom;
2) use English to obtain, process, construct, and provide subject matter information in spoken and written form; and
3) use appropriate learning strategies to construct and apply academic knowledge.

GOAL 3: To use English in socially and culturally appropriate ways

ESOL students in our schools today come into contact with peers and adults who are different from them, linguistically and culturally. The diversity in U.S. schools mirrors the diversity in this country and around the world that young people will encounter as they move into the 21st century world of work. In order to work and live amid diversity, students need to be able to understand and appreciate people who are different and communicate effectively with them. Such communication includes the ability to interact in multiple social settings.

Standards for Goal 3

Students will:

1) choose appropriate language variety, register, and genre according to audience, purpose, and setting;
2) vary non-verbal communication according to audience, purpose and setting; and
3) use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

Conclusion

Full proficiency in English is critical for the long-term personal, social, and economic development of all students in the United States. In the *ESL Standards for Pre-K-12 Students*, TESOL outlines a framework for considering and planning language education for ESOL students and for interpreting and making use of the ESL standards. The ESL standards describe the proficiencies in English that ESOL students need to acquire so they can attain the same high level standards in other content domains, including English language arts, as fully proficient English-speaking students. Thus, the *Standards* are the starting point for developing effective and equitable education for ESOL students.

Planning effective English language instruction for ESOL students cannot be done in isolation. It must be part of a comprehensive and challenging educational program that takes into account ESOL students= social, educational, and personal backgrounds as well as their existing skills and knowledge bases. It must understand and respond appropriately to the interrelationships between language, academic, and sociocultural development. The linguistic, cognitive, and sociocultural competencies that ESOL students bring to school are a solid base for building their futures, in terms of educational and career success. Only if ESL instruction is part of a comprehensive, challenging, and enriching educational program, however, will the promising futures of ESOL learners be realized.

(From TESOL. (1997). ESL Standards for Pre-K-12 Students. Alexandria, VA: Author. Copyright 8 1997 by Teachers of English to Speakers of Other Languages, Inc. Used with permission. For more information, or to obtain a copy of the full Standards volume, please contact TESOL=s publications assistant: Tel. (703) 836-0774; Fax (703) 836-7864; E-mail: publ@tesol.edu.)

Definitions
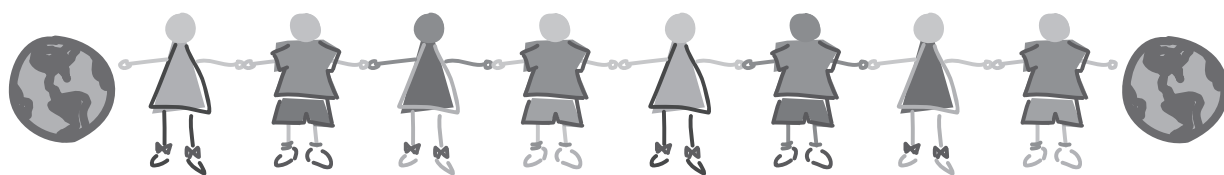
DEFINITIONS

Because some of the terms that are used in referring to English as a Second Language and bilingual instruction may not be familiar to all those who use this publication, the following glossary is provided:

Limited English Proficient (LEP) Students

Public Law 103-382 (Improving America=s Schools Act, Title VII, Part E, Section 7501 (8)) defines an LEP student as one who:

A.   i) was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or

        ii) is a Native American or Alaska Native who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual=s level of English language proficiency; or

        iii) is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and

B.   has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

English as a Second Language (ESL)
English for Speakers of Other Languages (ESOL)

ESL/ESOL instruction is intensive instruction in English especially designed for LEP students. Usually students of diverse languages are brought together as a group. A class might be composed of 22 youngsters representing 14 countries and 7 different languages, or
it might include only 2 or 3 students. These students may or may not vary in age, grade, and linguistic background. No attempt is made to use their native languages in instruction. ESL may be provided at any age, from kindergarten through adult education.

In most divisions, ESL is usually set up as a pull-out service. However, many schools, particularly on the elementary level, are currently exploring ways to integrate programs that for many years removed children from the classroom for instruction in art, music, special education, and ESL. Many benefits can be derived from learning in a heterogeneous environment, sometimes referred to as a Apush-in@ program. A collaborative approach between the ESL and the classroom teacher can be one of the most effective ways of educating LEP students.

What is ESL instruction?

ESL instruction is a special method for developing English proficiency for social and academic purposes.

What is appropriate beginner level ESL instruction?

Beginner level students must develop socio-linguistic proficiency. They must internalize the sound and grammar systems of English. In good ESL instruction, students do this by using these systems in social, survival, or life skills situations. These situations must provide meaningful learning experiences as opposed to learning about the language features of phonology or grammar. ESL students need a lot of meaningful oral practice, not rote repetition or over drilling.

Why use meaningful context to introduce basic patterns?

Meaningful context provides the schema by which language patterns are more effectively internalized. It provides the opportunity to guide students in expanding basic patterns into more complex patterns which are the basis for comprehending written forms of English. Instruction through meaningful context assists students to communicate beyond the functional AI think I get the idea@proficiency level. It prepares the student for learning and thinking with the new language. By reinforcing and applying language features through content or literary topics, students learn to think beyond the literal comprehension level. They begin to use more complex critical and idiomatic comprehension skills.

How is ESL literacy developed in beginners?

ESL reading and writing instructional approaches and materials are somewhat different from those used in first language reading and writing instruction. Limited English students appear to develop reading and writing mechanics more readily through language experience and write-to-read activities (usually with invented spelling and syntax). Once a basic sight control of the language is established, phonetic analysis (not phonics) and contextualized spelling instruction assist students in developing control over spelling patterns of the language. Initial reading instruction for LEP students emphasizes encoding skills before decoding skills. LEP students benefit from large amounts of oral comprehension and listening skill development. This apparently helps develop clue recognition skills needed when the content meaning in reading materials is not readily apparent or within the students=intellectual experiences.

What is appropriate intermediate and advanced level ESL instruction?

ESL instruction for intermediate and advanced students emphasizes thinking-skill and strategy-based activities for information gathering, summarizing, reading for information, and problem solving. Instruction also stresses silent reading with oral, divergent comprehension discussion; generation of whole texts; and verbal skills and study skills necessary for successful participation in English language classrooms. These language-rich activities are used in language arts and content area classes.

What skills does the ESL student need to succeed in all English instruction?

ESL students must develop the ability to recognize and use the more linear and less associative thinking style of English; to use the cognitive skills of knowledge, comprehension, analysis, synthesis, and evaluation; to recognize and use the larger concepts of temporal space, quantity and number, person and object, degree of obligation, permanent and moveable, etc.; and to recognize and use suitable study styles and skills necessary for finding various kinds of information and reporting it clearly.

What are some other characteristics of appropriate ESL instruction?

1. Placement: Placement is based on the student=s language proficiency level which is determined by appropriate assessment instruments and procedures.

2. Sequenced curriculum: ESL instruction is based upon a sequenced curriculum which represents the instrumental, paralinguistic, language arts and cognitive skills necessary for communicating and learning with the English language. It also includes the enabling knowledge and operational skill students need for successful learning in both ESL and Asheltered@classes.

3. Special curriculum: The specially designed ESL curriculum leads to and eventually parallels the standard curriculum. It aims at developing the competencies necessary for learning on parity with English speaking peers in all English, standard curriculum instruction. All the language domain skills, thinking skills, and affective skills which are necessary for meeting this goal are emphasized in the ESL curriculum.

4. Builds on existing knowledge and experience: ESL instruction builds upon and expands the developmental level, the psycho-social experiences, and the previous academic achievements of the students. These are determined by formal interviews, observations, and testing in the native language, if possible.

5. Diagnostic-prescriptive design: ESL instruction and curricula have built-in, on-going monitoring assessment activities. These become the basis for re-designing instructional procedures to meet the communication and learning needs of the student.

6. Sheltered instruction: During the day, when the limited English student is not receiving ESL or native language instruction in his separate class, he/she receives appropriate content area instruction by a certified teacher who is trained in the approaches and techniques suitable for the language and learning needs of the student. This is very important, especially for middle and secondary students, so that they do not fall behind in content.

(Adapted from Bob Parker, New England Multifunctional Resource Center; New Hampshire ESL Institute, Summer 1990; Bilingual/ESL Resource Center)

Bilingual Education

The definition of bilingual education according to the U.S. Office of Education guidelines is as follows:

> *Bilingual Education is instruction in two languages and the use of those two languages as mediums of instruction for any part or all of the school curriculum. Study of the history and culture associated with a student=s mother tongue is considered an integral part of bilingual education.*

There are two types of bilingual education as defined in Public Law 100-297, Section 7003:

l.   Transitional bilingual education refers to a program of instruction designed for children of limited English proficiency in elementary or secondary schools which provides structured English language instruction and instruction in the child=s native language. Such instruction incorporates the cultural heritage of such children and of other children in American society. Such instruction should be, to the extent necessary, in all courses or subjects of study which will allow a child to meet grade-promotion and graduation standards.

2. Developmental bilingual education refers to a full-time program of instruction in elementary and secondary schools which provides structured English language instruction and instruction in a second language. Such programs are designed to help children achieve competence in English and a second language, while mastering subject matter skills. Such instruction is given in all courses or subjects of study which will allow a child to meet grade-promotion and graduation standards. Where possible, classes are comprised of approximately equal numbers of students whose native language is English and limited English proficient students whose native language is the second language of instruction.

The transitional approach is used in most bilingual education programs in the United States.

Bilingual education programs are relatively rare in Virginia. Fairfax and Arlington Counties have several sites where bilingual programs are a significant part of the instructional program for LEP students. The elementary immersion program is one in which children are taught content half a day in English and half a day in the foreign language, beginning in first grade and continuing through fifth grade.

Ideally, a 50/50 mix of native English speakers and speakers of the other language provides a balance for two-way immersion. Large numbers of LEP students of one linguistic group facilitate such a program. Successful immersion programs have been implemented in Prince William County. The content courses are taught in a foreign language.

Recent controversy over the effectiveness of bilingual education has not affected such programs in Virginia. For the vast majority of LEP students in the Commonwealth, ESL/ESOL is still the only educational option. In most local school divisions in Virginia, the philosophy is to assist language minority students to learn English as quickly and as thoroughly as possible.

Glossary of Second Language Education Terms

A more extensive glossary of second language acquisition and pedagogical terminology is included in Appendix A of this Handbook.

Administrative Issues
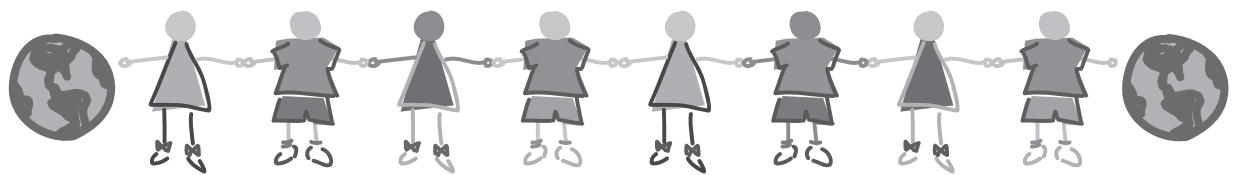
ADMINISTRATIVE ISSUES

Personnel for the Program

l. The ESL Specialist or Liaison

It is essential that someone from the school division central administrative office be in charge of the services offered to LEP students for each school division. This individual is preferably a specialist in ESL or bilingual education but may be a generalist if the program is a small one. The ultimate responsibilities of this person are to see that students are identified, assessed, and that an appropriate instructional program is provided for them. The identity of the person should be known to all personnel--classroom teachers, school secretaries, counselors, and administrators--because these staff members may be the first to recognize the English limitations of LEP students.

The identification of LEP students differs greatly depending on the number of these students enrolled in a school division. Divisions with many LEP students usually have formal intake centers with set procedures established. In school divisions with smaller numbers of LEP students, the central office administrator must ensure that LEP students are identified by a home survey and that services are provided to students identified as LEP. The central office administrator functions as a liaison for all concerned with the ESL or bilingual program: students, teachers, administrators, parents, the school board, and the community.

2. The ESL Teacher

Teachers considering ESL as a specialty should have the ability to communicate effectively with students and staff. A sincere interest in and willingness to work with language minority students are qualities that help to insure success. Endorsement in ESL requires study of a foreign language because the methodology and psychology of learning English as a Second Language are similar to the experiences of American natives in studying a foreign language. The teachers must know English well, enunciate distinctly, and communicate lucidly. Knowledge of the methodology of teaching reading is extremely helpful. The Center for Applied Linguistics (CAL) proposes that the preparation of instructional personnel for LEP students develop:

a. a thorough knowledge of the theory and practice of English as a Second Language and/or bilingual-bicultural education;

b. a genuine concern for the education of students from different linguistic and cultural backgrounds;

c. an awareness of the various cultures reflected in the languages of the limited English speaking students;

d. a knowledge of at least one language other than English, including adequate control of pronunciation, grammar, vocabulary, and the nonverbal aspects appropriate to the communication context;

e. an understanding of the basic concepts regarding the nature of language: the nature of bilingualism and the process of becoming bilingual, the structural differences between a student=s primary language and English, recognizing areas of potential interference and positive transfer, and theories of first and second language acquisition;

f. the ability to develop awareness in the learner of the values of cultural diversity, to assist students to interact successfully in a cross-cultural setting, to assist students to maintain and extend identification with pride in their mother culture, and to know the effect of different cultures on students= learning styles (cognitive and affective) and on their general level of development and socialization;

g. the ability to assist students to maintain and extend command of the primary language and English and to pursue various teaching techniques chosen according to the needs of the students and the demands of the subject matter; and

h. the ability to facilitate contacts and interaction between the student=s home and the school.

The Virginia Board of Education-s keen interest in establishing high standards and accountability in Virginia-s public schools extends beyond the Standards of Learning and their accompanying assessments. Schools will receive a AReport Card@ that measures many aspects of the educational program. One area to be documented is the number of teachers endorsed in the area to which they are assigned. Therefore, an important consideration is that ESL teachers hold the proper state certification and endorsement in ESL. In the Responsibilities and the Law section of this publication, there is a list of the course requirements for an ESL endorsement.

3. Other Personnel

Volunteers are often used effectively in both large and small programs to supplement the professional staff. They should, of course, work under the direction of the professional personnel.

School divisions with large language minority populations frequently find it necessary to secure the services of bilingual/bicultural teachers, tutors, teaching assistants, psychologists, counselors, principals, and social workers. It is recommended that school divisions prepare a list of volunteers and community resource persons who are available on an Aas needed@ basis for the language groups represented in their school populations. These professionals serve as role models for language minority students and can communicate directly with them in their native language in often complex situations that may be sensitive and confidential.

A word of caution is given regarding the use of translators of official documents and interpreters for conferences in which a highly technical level of language may be needed and confidential information may be shared. Translators and interpreters should be qualified and clearly understand their roles beforehand. Students should not be used in these official roles. However, students may be called on for relaying basic information or for assisting in minor, everyday emergencies.

Credit for High School ESL Courses

At local discretion, credit for English as a Second Language courses may be counted for one of several applications:

l. English credit; or

2. Foreign language credit; or

3. Elective credit for the Standard Diploma or the Advanced Studies Diploma.

ESL Course Codes

Grades 9-12 English as a Second Language courses that are intended to satisfy English requirements for graduation should have curricula that have been correlated to the Virginia Standards of Learning for English 9, 10, 11, and 12.

Beginning with the graduating class of 2003-2004, students in such ESL English courses must pass the end-of-course tests in both *English: Reading/ Literature/Research* and *English: Writing* in order to earn verified units of credit and satisfy graduation requirements. Students who will graduate prior to 2004 must pass the Literacy Passport Test.

Grades 9-12 English as a Second Language courses that are intended to satisfy foreign language and/or elective credits should carry the following course codes: ESL I - 5710; ESL II - 5720; ESL III - 5730; ESL IV- 5731.

Requirements for Graduation

Students with limited English proficiency must meet the same requirements for graduation that are set for other students--22 units of credit for the Standard Diploma and 24 units of credit for the Advanced Studies Diploma. There are no waivers or exemptions of requirements for students who demonstrate proficiency in a foreign language, however school divisions may grant credit within the provisions outlined in the standards for accreditation. School officials should also review any updated guidelines provided by the Department of Education.
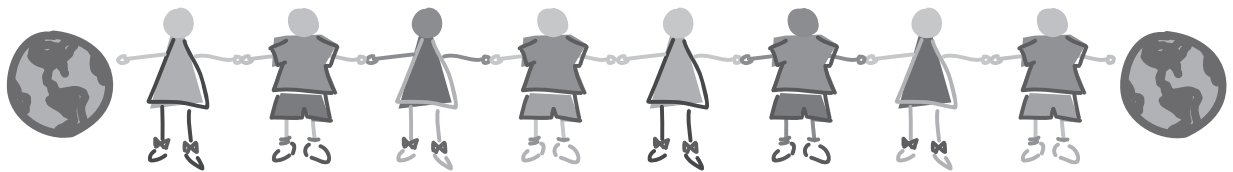
School officials may award credit to a transfer student in accordance with the *Regulations Establishing Standards for Accrediting Public Schools in Virginia.* Section 8 VAC 20-131-60, Bullet D states, in part, AEach student=s prior record shall be evaluated to determine the number of credits previously earned and the number of additional credits required for graduation@. A student=s prior record may be a transcript or other records, written or verbal, that accompany him or her as he or she enrolls in the school. Refugee students and others who may not be able to obtain transcripts may be awarded credit, as determined by the school official, based on information provided by the student, parent, legal custodian, or guardian. Sworn affidavits are sometimes required.

School divisions may also consider Section 8 VAC 20-131-110 of *Regulations Establishing Standards for Accrediting Public Schools in Virginia* whereby credit in a non-core academic course may be awarded on a basis other that the standard unit of credit.

LEP students, like all other students, must complete courses in Virginia and U.S. History and Virginia and U.S. Government. In addition, they must take and are expected to achieve a passing score on the SOL assessments at grades 3, 5, and 8 and end-of-course assessments in high school. However, LEP students may be granted a one-time exemption in grade 3, 5, or 8 if approved by a school-appointed committee. Teachers and administrators who work with LEP students are encouraged to refer to the most recent guidelines related to LEP student and assessment programs in Virginia. Current information may be obtained from the Virginia Department of Education=s Division of Assessment and Reporting at (804) 225-2102.

In some cases, credit for English courses studied abroad may be awarded. If the English course is comparable to one offered locally, the Virginia school division may choose to award credit as English or an elective for the student=s previous work. The school division should refer to the English Standards of Learning to determine whether or not to award credit.

Responsibilities and the Law

RESPONSIBILITIES AND THE LAW

Special Alternative Language Programs

As part of the Civil Rights Act of 1964, 42 U.S.C. ' 2000d, Congress enacted Title VI prohibiting discrimination on the basis of race, color, or national origin in programs or activities that receive federal financial assistance. In 1970, the Office for Civil Rights (OCR), then an agency of the Department of Health, Education, and Welfare, interpreted Title VI to require that school divisions receiving federal aid of any kind provide special alternative language programs in order to ensure that limited English proficient (LEP) students have meaningful access to the schools=programs. <u>See</u> Identification of Discrimination and Denial of Services on the Basis of National Origin, 35 Fed. Reg. 11, 595 (1970).

In 1974, the <u>Lau v. Nichols</u> suit was brought by parents of Chinese-speaking students against the San Francisco school system, alleging that those students suffered from discrimination because of the failure to provide special instruction for them, according to the 1970 interpretation of the Office for Civil Rights. The case was decided in favor of the plaintiffs, but no specific remedies were mandated. The case eventually reached the Supreme Court whose unanimous decision established that:

> Equality of educational opportunity is not achieved by merely providing all students with the same facilities, textbooks, teacher, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education. Basic English skills are at the very core of what these public schools teach...We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.

In <u>Lau v. Nichols</u>, 414 U.S. 563, 94 S. Ct. 786, 39 L.Ed. 2d 1 (1974), the Supreme Court upheld the Office for Civil Rights= interpretation of Title VI of the Civil Rights Act of 1964 requiring school districts to take affirmative steps to rectify language deficiencies which have the effect of excluding national origin minority children from participation in the educational program offered.

The U.S. Congress passed the Equal Educational Opportunities Act (EEOA) in 1974. <u>See</u> 20 U.S.C. ' 1701-1721. In 20 U.S.C. ' 1703f, it specifies that ANo state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin, by...the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.@

Bilingual Education Not Required

In 1980, following <u>Lau v. Nichols</u>, the OCR proposed guidelines, known as the Lau remedies, which attempted to make bilingual education mandatory 45 Fed. Reg. 52, 052 (1980). However, Congress refused to appropriate funding for the adoption or implementation of the regulations 78 Pub. L. No. 96-536, 94 Stat. 3166, 3171 (1980). Thus, bilingual education is not the sole means of providing appropriate instruction to LEP students. As the court in <u>Lau</u> recognized:

> Teaching English to the students of Chinese ancestry who do not speak the language is one choice. Giving instruction to this group in Chinese is another. There may be others.

In 1980, the U.S. Department of Education recognized that Fairfax County complied with Title VI of the Civil Rights Act of 1964 by providing an English as a Second Language program. This decision did not relax the requirements for providing special assistance to LEP students, but it did clearly recognize that there was more than one way of doing so.

The <u>Lau</u> remedies specify approved approaches, methods, and procedures for identifying and evaluating national origin minority students=English language skills, determining appropriate instructional treatments, deciding when LEP children are ready for mainstream classrooms, and determining the professional standards to be met by teachers of language minority children.

By the 1980's, court decisions on civil rights claims developed different elements than those relied upon in Lau. In Castañeda v. Pickard, 648 F.2d 989, 1007 (5th Cir. 1981), the Fifth Circuit Court of Appeals set forth a three-part test for determining whether a school district has taken the appropriate actions to overcome language barriers confronting language-minority students. The three parts of the test are:

l. Whether the school system is pursuing a program based on sound educational theory;
2. Whether the program based on the theory is actually in practice; and
3. Whether the program is succeeding and produces results that indicate the LEP student=s language barrier is actually being overcome.

[Virginia is not in the group of states which comprises the Fifth Circuit. The Castañeda decision is referenced for information only; it is not binding precedent in Virginia.]

Current OCR Compliance Standards

In the mid-1980's, the OCR revised its Title VI policy. The new, and still current, OCR policy permits school districts to use any method or program that has proven successful or that promises to be successful. In Appendix H of this handbook is a statement of the 1996 OCR policy on schools=obligations toward national origin minority students with limited English proficiency.

Standards recognized by a number of courts address the length of time an LEP student should spend in the program. The time spent on assisting the student must be sufficient to assure that he/she acquires necessary English skills. The time a student remains in an ESL program before becoming mainstreamed will depend on objective evidence that the student can compete with his or her English-speaking peers and not on some arbitrary cut-off such as a limit on the number or years in the program or grade level reached. See generally, Theresa P. v. Berkeley Unified School Dist., 724 F. Supp. 698 (N.D.Cal. 1989)

Equal Access of LEP Students to Tuition-free Education

Occasionally the question arises as to whether refugee children are eligible for tuition-free education in Virginia public schools if they reside with sponsors, rather than with their parents or other legal guardians. These children and their parents, admitted into the United States under the Immigration and Nationality Act of 1952, 8 U.S.C. '1101, may temporarily reside and may establish permanent residence in the United States.

Article VIII, '1 of the Virginia Constitution provides for free public elementary and secondary education for all children of school age residing in the Commonwealth. According to rulings by the Attorney General of the Commonwealth, children who are bona fide residents of a Virginia political subdivision, whether or not they live with their parents or a legal guardian, and if their residence was not contrived for the primary purpose of securing attendance at the political subdivision=s public school system, are entitled to tuition-free education there. See also, Martinez v. Bynum, 461 U.S. 321, 103 S. Ct. 1838, 75 L. Ed. 2D 879 (1983); Plyler v. Doe, 457 U.S. 202, 102 S. Ct. 2382, 72 L. Ed. 2d 786 (1982).

In 1994, the Code of Virginia, Section 22.1-5 was amended adding a subsection D dealing with tuition that may be charged LEP students 18 years or older who do not provide documentation of legal presence in the United States.

It provides: AD. School boards may accept and provide programs for students for whom English is a second language who entered school in Virginia for the first time after reaching their twelfth birthday, and who have not reached twenty-two years of age on or before August 1 of the school year. No tuition shall be charged such students, if state funding is provided for such programs; provided however that no state funds may be used to provide programs under this subsection for any individual who has reached his 18th birthday and who does not provide documentation of United States citizenship or legal presence in the United States.@

Effective July 1, 1999, the provision requiring verification of citizenship will be eliminated.

Social Security Number Not Required

The Social Security Administration has ruled that school personnel require children enrolling in public school to have a social security number. However, SSA Publication No. 05-10096, March 1996, states that language minority children cannot be denied access to public education in Virginia if they do not have a social security number. The school can assign internal identification numbers to administer educational programs. In addition, students applying to take the SAT or GRE and other educational tests do not need a social security number to take the test.

Teacher Certification

Virginia teacher certification requirements for an endorsement in ESL are outlined in the *Virginia Licensure Regulations for School Personnel* which became effective on July 1, 1998. Reference should always be made to the most recent teacher licensure regulations.

8 VAC 20-21-250. English as a second language (ESL)

The applicant seeking an endorsement in English as a second language shall complete a minimum of 24 semester hours of course work in the following:

l. Teaching of developmental reading: 3 semester hours

2. English linguistics: 3 semester hours. Experiences shall include phonology, morphology, and syntax of English.

3. Cross-cultural education: 3 semester hours

4. Modern foreign language: 6 semester hours. If applicant=s primary language is other than English, all 6 hours must be in English.

5. Electives: 6 semester hours. Course work may be selected from any of the following topics:

   a. Second language acquisition
   b. General linguistics
   c. Applied linguistics
   d. Psycholinguistics
   e. Sociolinguistics
   f. ESL assessment; or
   g. ESL curriculum development, including cross-cultural communication.

6. Methods for teaching ESL: 3 semester hours.

Guidelines for Virginia Schools

Most Virginia school divisions seem to be well aware of their legal responsibilities toward their LEP students. Reinforcing the legal obligations to LEP students, the Virginia Department of Education Administrative Supts. Memo No. 66, September 25, 1998, states:

> *Legal precedents clearly call for local school divisions to accommodate students whose native language is other than English in a manner whereby they can profit from educational opportunities afforded them. Programs for students identified as limited English proficient (LEP) should include a means of identification, assessment and placement in an appropriate educational program.*

State Funding

In the majority of Virginia school divisions, most of the fiscal responsibility has been assumed locally with financial support coming from routine local and state sources. For the 1990-92 biennium the Virginia General Assembly first appropriated $1.7 million as cultural transition payments to be distributed among 69 localities that reported LEP enrollments. This appropriation has steadily increased and continues to provide unencumbered funds designated to be used at the discretion of the local divisions specifically for programs that aid language minority students.

The General Assembly appropriation for ESL for the 1998-2000 biennium was $6,473,703. Seventy-two divisions received state funds in 1998 as a part of this appropriation.

Annually, school divisions are required to report the number of LEP students served, their native languages, and a brief description of the language assistance program provided. This survey, prepared each September, is sent to the Foreign Language/ESL Specialist, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120. The ESL state appropriation is then distributed among the school divisions reporting LEP students. The funds must be used for the ESL program.

Federal Funding Sources

Various federal education programs provide educational and/or related services to limited English proficient students. These programs vary with respect to the level and type of education being provided, and the specificity of the student populationsbeingserved.

The major sources of federal funding for the education of LEP students at primary and secondary levels are distributed through grants managed by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the U.S. Department of Education. Information about Title VII Bilingual Education grants may be obtained by calling OBEMLA at (202) 732-5700, or on the Internet at http://www.ed.gov/offices/OBEMLA

Title IV of the Emergency Immigrant Education Act funds are awarded to school divisions with at least 500 immigrant children and which are heavily affected by the arrival of these students. Funds may be used for supplemental support such as instructional materials. Information is available from OBEMLA at (202) 732-5700.

Identification, Assessment, and Placement
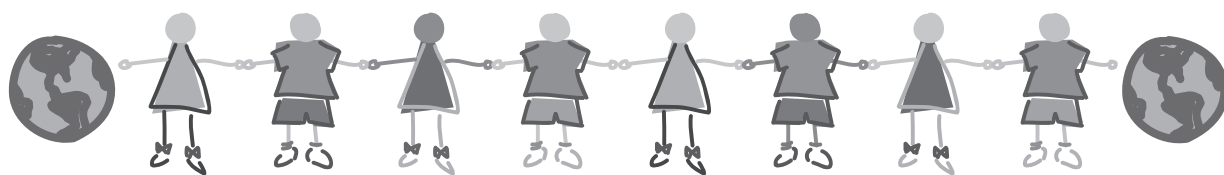
IDENTIFICATION, ASSESSMENT, AND PLACEMENT
OF LEP STUDENTS

Identification

Each school division should have a system for receiving LEP students. In smaller divisions this may be handled by a principal, assistant principal, or guidance counselor. Larger divisions have formal Aintake centers@where LEP students are received by experienced personnel who examine students=records, conduct bilingual interviews, and test and place the students in the school. In any case, the use of a home language survey or questionnaire is critical. Appendix D of this handbook contains an example of a home language survey. These forms may be reproduced, translated, and/or adapted for use in local school divisions.

School systems are legally obligated to identify all LEP students. A two-phase process for identification is common. First, parents respond to a home language survey or registration questions. If it is determined that English is not the dominant language, the next phase--the oral language proficiency test and reading and writing skills assessment--comes into play. A bibliography of formal assessment instruments currently available can be found in Appendix E.

Each school division should conduct an annual survey to determine how many LEP students are enrolled. These data are required by the Virginia Department of Education for its ESL enrollment survey conducted annually in the fall. Since 1990, these enrollment figures have served as the basis for distribution of state funds designated specifically for language assistance programs for LEP students.

An annual survey is especially helpful to smaller school divisions in which a few LEP students are located in several schools. In such divisions, proper identification may determine the feasibility of providing a formal program of English as a Second Language by means of a cluster or center approach in which students are brought together at a central school site for classroom instruction in ESL.

In Virginia, children of school age are entitled to attend public schools in the county, city, or town of residence. Practices vary within the state concerning documents that are required for admission to school. When a LEP student enrolls in school, bilingual assistance, if necessary and available, should be provided to help the student complete school admission forms and to understand school rules and procedures. Some divisions with large LEP enrollments provide students and parents with interpreters and translations of school regulations and other registration forms. The following information may be requested from each LEP student and should be used for enrollment purposes only:

l. Proof of residence: lease agreement, property title, rental receipt, driver=s license, car registration, notarized statement from the family with whom the student is living;

2. Proof of birth date: passport, birth certificate, or Immigration and Naturalization Service (INS) Form I-94 (for refugees);

3. Previous school records, if available; oral declaration for students without records;

4. Immunization records: yellow international health cards, or records from refugee camps, private doctors, or health services;

5. Guardianship or custody papers: The juvenile court will issue legal papers attesting to the fact that someone other than the child=s parents is the legal guardian. A document notarized or legalized in the child=s country of origin or in the United States, signed by the natural parents, and approved by the court serves as proof of legal guardianship.

Visa Information

The following information regarding citizenship or visa status is taken from Arlington County=s AManual for Administrators Working with Students of Limited English Proficiency,@ fourth edition, June, 1987, ESOL/HILT Office:

<u>Visas</u>: A visa is a stamped entry on a page of the passport which grants the non-immigrant the right to request admission to the U.S. under the conditions specified for the type of visa the bearer holds.

<u>Clarification: Visa vs. Arrival-Departure Record</u>: There is very often confusion between the term Avisa,@ which gives a person permission to apply for entry to the U.S., and terms AArrival-Departure Record,@ AI-94,@ or APermission to Stay.@ The latter terms refer to a person=s permission to remain in the U.S. after having entered. A person=s visa need not remain valid once it has been used to gain admission to the U.S. Permission to stay must be kept valid.

<u>Alien Status</u>:

Immigrant: An immigrant is an alien who has been lawfully admitted for <u>permanent</u> residence in the U.S. In common usage, the word Aimmigrant@ is interchanged with Apermanent resident.@

Non-immigrant: A non-immigrant is any alien whose reason for coming to the U.S. involves a <u>temporary</u> stay that will end when its purpose has been accomplished.

Parolee (Refugee): A parolee (refugee) is any person who might be eligible for admission into the U.S. in any other way, such as refugees from Vietnam and Cambodia. A parolee=s length of stay is <u>indefinite</u>. He or she will be the holder of an INS Form I-94 stamped APAROLEE@ and may be a child of a person granted Apolitical asylum@ or Arefugee@ status by the U.S. State Department. (This is usually stamped in the passport).

For the most current information on immigration and naturalization, including forms, laws, and regulations, contact the Immigration and Naturalization Service at (703) 525-8141 or on the Internet at:

http://www.ins.usdoj.gov/

The following information was current at the time of publication:

<u>Student Visas and F-l Transfers</u>: Non-immigrants who enter this country solely or primarily for the purpose of attending school must have an F-l (student) visa. This requires completing the INS Form I-20 (Certificate of Eligibility) and Form I-134 (Affidavit of Support). To maintain F-1 visa status, a student must carry a full course of study in each semester of the academic year. Enrollment in summer school is not required. The INS will accept the school=s certification that the student is carrying a full course of study.

If the prospective student is changing his non-immigrant classification (B-2 visitor) to that of a student (F-1), he has to complete Form I-506. The student must also have a valid passport and visa. (See new <u>Advisors Manual of Federal Regulations Affecting Foreign Students and Scholars</u>, NAFSA, Washington, D.C., 1982, page 2.)

If a student with an F-1 visa (other than Canadian) leaves the U.S., he must have a valid visa and a new Form I-20 in order to return to the United States.

Following are the most recent regulations for an F-1 visa:

l. Obtaining a Student Visa (F-l) - U.S. Residents Forms needed:

   a. Form I-506, Application for Change of Non-Immigrant Status
   b. Form I-134, Affidavit of Support

    c. Form I-20, Certificate of Eligibility
    d. Proof of residence
    e. Passport
    f. Visa (I-94) Form
    g. Guardianship papers (if applicable)
    h. Transcripts (if applicable)

2. Obtaining a Student Visa (F-1) - Non-residents of U.S. Forms needed:
    a. Form I-134, Affidavit of Support
    b. Form I-20, Certificate of Eligibility
    c. Proof of residence

3. Transfer to Another School
    a. F-1 Student
    An F-l student may not transfer from one school to another without permission from the Immigration and Naturalization Service. Notification is required when the student moves from one school to another based on promotion (i.e., elementary to intermediate or intermediate to senior high school).

    b. Procedure for Transfer to a New School.
    Forms required:
    l) A valid Form I-94
    2) Form I-20 (reissued for the new school)
    3) Form I-538 (green form)

These forms must be sent by registered mail 15-30 days before the transfer to the:

<div align="center">

Immigration and Naturalization Service
4420 N. Fairfax Drive
Arlington, Virginia 22201
</div>

If the transfer is approved, the INS will check the appropriate space on the student=s Form I-94.

Congress has enacted new limitations on certain foreign students planning to study in U.S. public elementary and secondary schools. Section 625 of public law 104-208, which took effect on November 30, 1996, places the following restrictions on foreign students in F-1 immigration status:

l. Prohibits their attendance in public elementary schools (grades K through 8) or publicly-funded/adult education programs;

2. Limits their attendance in public secondary schools (grades 9 through 12) to a maximum of 12 months; and

3. Requires them to reimburse public secondary schools for the full, unsubsidized per capita cost of education for the intended period of study.

The new provisions affect only foreign students in F-1 immigration status, or who obtain F-1 student visas - in other words, those to whom Form I-20 would be issued. The provisions do not affect foreign students in any other immigration status, for example J-1 exchange visitors or dependents of foreign nationals in the United States on long-term visas.

Moreover, it should be emphasized, Section 625 does not affect immigrant students who are residing in a school district in the United States and who may not be denied access to a basic education as determined by the United States Supreme Court in Plyler v. Doe (457 U.S. 202, (1982). Therefore, except for those students who specifically seek F-1 student status by obtaining an I-20 certificate of eligibility from a local educational agency, Section 625 does not constitute a basis for requiring students to verify alien or citizenship status. Again, Section 625 and the Department of

State guidance are confined to the conditions for issuing F-1 visas to the limited class of non-immigrant students identified in Section 625 who have applied for these visas.

If there are questions or comments, please contact the Office of Elementary and Secondary Education at (202) 401-0113 or the Office of Bilingual Education and Minority Languages Affairs at (202) 205-5463.

Assessment

Each school division should have an assessment plan that contains certain tests and procedures. The local assessment plan should be three-pronged.

1. Assessment for Placement

All newly-enrolled language minority students should be given an assessment to decide on proper services and placement in the ESL program. Multiple criteria need to be used to make important decisions. Initial placement can be done by commercial proficiency tests. It is also helpful if native language skills and content area skills can be assessed in some way, perhaps with a writing sample in the native language or an oral interview with a native speaker.

2. Assessment for Progress

Assessing for progress can be done at any time throughout the year. Formal measures include classroom tests, a criterion-referenced ESL test at the end of the year, or a repeat of the formal ESL proficiency test. Many commercial tests have several different forms that can provide consistency in assessment but without the student=s having to repeat the same tasks or questions. Informal measures include samples of work, checklists or rating scales based on teacher observation, portfolios, and self-assessments. All of these measures can be combined to form a comprehensive picture of the student=s progress.

3. Assessment for Exiting ESL

The most important principles about exiting ESL programs are:

a.   Multiple criteria must be used. Assessment should not rely solely on one test.

b.   One person cannot be responsible for making this important decision; teachers, parents, and students must all be involved.

A list of commercially prepared ESL assessment instruments may be found in Appendix E.

The Virginia State Assessment Program (VSAP)
Norm-referenced Testing

The tests which comprise the VSAP are norm-referenced tests (NRT). The scores which result from NRTs compare the student=s performance with scores of students in the same grade from across the nation. Norming the tests requires standardized testing conditions. LEP students were not included in the norming sample. Therefore, LEP students= scores will compare their achievement to that of students in their grade whose native language is English.

Teachers and administrators who work with LEP students should always reference the most recent assessment guidelines. These may be obtained from the Virginia Department of Education=s Division of assessment and Reporting at (804) 225-2102. The 1997 guidelines for LEP student participation in the VSAP may be found in Appendix F. It is expected that all students who are in grades 4, 6, and 9 in the Commonwealth of Virginia will be tested in VSAP. The expectation includes LEP students at these grade levels unless participation in VSAP is clearly not in the best interest of the student.

In order to determine whether or not a LEP student should participate in VSAP, it is recommended that a committee be formed to reach an appropriate decision. Serving on the committee should be an ESL teacher, a content teacher, and an administrator or designee such as a guidance counselor or reading specialist. If possible, the LEP student=s parents should also serve on the committee.

For every LEP student, a decision must be made and documented by the committee for each subtest. One of four determinations must be made:

l. Testing with no accommodations
2. Testing with accommodations which maintain standard conditions
3. Testing with accommodations which are permissible but do not maintain standard conditions
4. Exemption from testing.

Decisions as to whether or not a LEP student will participate in VSAP must be documented.

Virginia Standards of Learning Assessments

Guidelines for Participation of LEP Students

In 1995, the Virginia Board of Education adopted Standards of Learning (SOL) in the areas of English, mathematics, history/social sciences, and science. The complete guidelines for LEP student participation in the SOL Assessments may be found in Appendix G.

The purpose of SOL assessments is to measure the achievement of students on the SOL. It is expected that all students, including LEP students, in grades 3, 5, 8, and in certain high school courses in the Commonwealth of Virginia will participate in the SOL assessments. LEP students in grades 3, 5, or 8 may exercise a one time exemption from SOL assessments at any one of these grade levels. Teachers and administrators who work with LEP students are encouraged to refer to the most recent guidelines related to LEP students and assessment programs in Virginia. Current information may be obtained from the Virginia Department of Education=s Division of Assessment and Reporting at (804) 225-2102.

The importance of LEP students participating in the SOL assessments is reinforced by the fact that beginning with the graduating class of 2004, students desiring a standard or advanced studies diploma will need to earn a prescribed number of credits as well as specified units of verified credit. Students may earn verified credit Abased on a minimum of 140 clock hours of instruction and the achievement by the student of a passing score on the end-of-course Standards of Learning test for that course.@

It is recommended that a committee consisting of an ESL teacher, content teacher, an administrator or designee be formed to determine how the student will participate in the SOL assessments and which, if any, accommodations are required. The student=s parents or guardian should also be invited to serve on the committee.

For each student, the committee should specify the student=s participation in each of the SOL assessments:

l. with no accommodations
2. with accommodations which maintain standard conditions (listing specific accommodations)
3. with accommodations which are permissible, but do not maintain standard conditions (listing specific accommodations)
4. exemption from testing with an explanation for the exemption.

Decisions about how a LEP student will be tested on the SOL assessments should be made for each individual content area to be assessed. Consideration should be given to the student=s level of English proficiency, the level of previous schooling in the home language, and the amount of schooling the student has received in the United States.

Questions about how to determine the English proficiency of LEP students should be directed to the Foreign Language/ESL Specialist, Office of Secondary Education, Virginia Department of Education at (804) 225-2593.

Literacy Passport Test

Legislation to phase out the Literacy Passport Test was signed into law in 1998 and essentially phases out the Literacy Passport Testing program in synchronization with implementation of the verified credit requirements in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia (September, 1997).*

Consequently, the LPT will continue to be administered for all students graduating prior to the year 2004, and those students will be required to pass the LPT tests in order to receive a Standard or Advanced Studies Diploma. Additional information is included in Informational Supts. Memo No. 68, May 8, 1998. Questions regarding the LPT may be directed to the Virginia Department of Education=s Department of Assessment and Reporting at (804) 225-2102.

Formal Assessment Instruments for ESL

Appendix E of this handbook includes a list of commercially available formal assessment instruments for ESL in four categories: General, Reading Readiness, Math, and Social Studies/ Sciences.

The list indicates the languages in which the test is available, areas assessed, target population, and the publisher and address.

LEP Students and Special Education

Students who have limited English proficiency (LEP) may also be eligible for special education. The federal *Individuals with Disabilities Education Act Amendments of 1997* (IDEA) and the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* assure that a free appropriate public education is provided to all students eligible for special education and related services.

A component of special education is the identification of students. School divisions must conduct child find activities to assure that all students who may be eligible for special education are identified and served. These child find activities include hearing, vision, speech and language, and gross and fine motor screening, as well as responding to referrals from parents, teachers and others.

Child find activities may indicate the need for an assessment to determine eligibility for special education and related services. All tests and other evaluation materials must be selected and administered so as not to be discriminatory on a racial or cultural basis. The evaluation must be conducted in the child=s native language, unless it is clearly not feasible to do so. This requirement must be balanced with the requirement that standardized tests must be validated for the specific purpose for which they are being used and must be administered by trained and knowledgeable personnel, in keeping with the instructions provided by the producer of the test. As a result, use of formal, standardized tests with LEP students may be limited, as few tests have been standardized for LEP populations. However, informal measures can be quite valuable in gathering information about the child.

The *IDEA Amendments of 1997* make it clear that if a child has limited English proficiency, he or she must not be identified as a child with a disability if the limited English proficiency is the reason for making that identification. Hence, the team reviewing assessment data must assure that the assessment results which suggest the presence of a disability are not due to the child=s lack of proficiency in English. This highlights the importance of assessment in the native language.

Students eligible for special education will receive special education and related services in accordance with each student=s Individualized Education Program (IEP). The IEP team must address the language needs, as they relate to special education and related services, of any child with limited English proficiency.

Parents of students receiving special education services must be notified of their rights under IDEA and the Virginia regulations. This notice must be written and in the native language of the parents, unless is it clearly not feasible to do so.

Appendix I of this publication contains a section of a guidance document from the U.S. Department of Education, Office for Civil Rights, AConsolidated Guide to the Provision of Equal Educational Opportunities for LEP Students,@ dated April 1996. This section addresses students with disabilities. It should be noted that this publication predates the 1997 revisions to federal law, the *Individuals with Disabilities Education Act*.

Questions regarding the unique issues associated with students who are limited English proficient and have or may have a disability should be directed to:

Office for Special Education and Student Services
Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120
(804) 225-2402.

Placement in ESL

The proficiency of LEP students can vary widely and will determine placement in a language assistance program. The following placement procedure used in Fairfax County is suggested as a model. As students register, they are assessed for English proficiency in listening, speaking, reading, and writing. English proficiency level is identified as **LA, A, B1, B2,** or **C.** These language proficiency categories are summarized in the following definitions:

LA--Students with little or no previous schooling in their home country. Instruction addresses the basic concepts, background knowledge, and language needed to participate in the general education program.

A--Students have little or no proficiency in English and need intensive English instruction.

B1--Students have limited proficiency in understanding and speaking English; they are gaining additional experience in reading and writing English. Intensive instruction in English is needed.

B2--Students are fairly proficient in understanding and speaking English, but their skill in reading and writing needs additional refinement. Literature and subject area materials are utilized for ESL instruction.

C--Students are proficient in English.

The language proficiency assessment should always begin with a home language survey. If the student has a home language other than English, a battery of tests is administered in English and the home language whenever possible. The student is placed in the appropriate level of ESL based on the results of tests in the four language skill areas of speaking, understanding, reading, and writing.

The following instructional levels are used in Prince William County:

l. Literacy: Student demonstrates very limited or no proficiency in English. This student may understand and use simple, short utterances. This student is not able to converse in English in simple social situations. This student lacks formal education and/or may have experienced interrupted schooling; therefore, the student has not acquired the skills necessary for reading and writing in his/her native language or English.

2. Beginning: Student demonstrates limited proficiency in English. This student may use patterned expressions when he/she speaks. This student can participate in simple conversations and respond to routine classroom procedures. This student has acquired some skills necessary for reading and writing, but has not yet acquired a level of English sufficient to read and write.

3. Intermediate: Student demonstrates some proficiency in English. This student may understand and use basic sentence patterns when he/she speaks. This student can converse in social situations with some repetition and hesitation and may begin to demonstrate the ability to participate in class discussions of limited content area topics. This student may read and write, but is confused by complex structures and technical language. This student cannot meet passing requirements independently in the mainstream classroom.

4. Advanced: Student demonstrates English proficiency in social situations and some proficiency in classroom situations. This student can understand and use complex sentence structure in conversation, but demonstrates some difficulty with content area topics. This student may read and write, but needs assistance with content area class work and, therefore, does not yet meet passing requirements independently in the mainstream classroom.

5. Monitor: Student demonstrates proficiency/fluency in English in both social and academic settings. This student can meet passing requirements independently in a mainstream classroom; however, he/she may demonstrate a need for occasional resource services. As a student learns new content area material, enters a new grade, and/or begins a new course he/she may need ESL resource instruction. If resource instruction is required on a regular basis, this student may need to be re-entered into the ESL program.

Grade Placement

It is recommended that a student should be placed at grade level as indicated by his/her age. Fairfax County uses the following chart for grade placement:

A. Students Under 14 Years of Age

Grade	If by Oct. 31, the student is
K	5
1	6
2	7
3	8
4	9
5	10
6	11
7	12
8	13

B. Students 14 and Over

When there are no transcripts available, the LEP students should be placed initially in grade 9. This will give them sufficient time to learn English and accumulate the credits required for graduation. If, after placement in grade 9, the students show evidence of rapid progress, they may be promoted to a higher grade.

Grade	If by Oct. 31, the student is
9	14
9	15
9 or 10	16
9, 10, or 11	17

C. Students 17 or Over

Students may enroll in high school, but are advised that if fewer than four years remain, special permission must be granted for completion of the program. They should be counseled as to whether the graduation requirements can be achieved prior to age 20 years, 6 months. When students have had little or no previous academic experience, they need to be advised realistically on how far they can go towards the diploma within the time legally allotted. They need to be informed about procedures for transferring to the Adult Education Program and the requirements of the GED, if acquiring a diploma equivalent is their goal.

Sometimes very ambiguous information is provided concerning courses studied by students in their countries of origin; for example, AMath 8" or ACivics.@ As much supplementary information as possible should be secured from the student, parent, or guardian. School officials often need to ascertain the number of hours of instruction received in a specific course and award credit accordingly.

The Country Index: Interpretations for Use in the Evaluation of Foreign Language Credentials by Inez Sepmeyer is a useful resource for evaluating secondary academic credentials from other countries. The 1986 revised edition, ISBN: 0-9615028-0-0, is available from F. Severy Publications, Alhambra, California.

Refugee students are often unable to obtain transcripts. Their placement should be based on information pertaining to previous schooling provided by the student, parent, or guardian. Adjustments sometimes have to be made after the students have spent some time in the class.

Orientation

Steps should be taken to make the orientation of LEP students to the school system and to the American culture a pleasant experience. The following suggestions will help these students to adjust to their new school surroundings:

l. Provide the student with information about:

    The school schedule
    Class routines
    School rules and regulations
    Conduct/discipline
    Material use and ownership
    Bus routes and schedules
    Restroom facilities
    Snow and emergency closings
    Graduation requirements
    Standardized tests
    Absentee excuses
    Health exams/screening
    Library usage
    Fire drills
    Report card system
    Parent conference opportunities
    Guidance office assistance
    Emergency passes from class
    Extracurricular activities
    Lunch and/or breakfast system
    Book acquisition system
    School photographs
    Holidays
    Assemblies

2. If possible, rovide an orientation handbook translated to the major languages for students and parents.

3. If possible, provide each new LEP student with a buddy who speaks the same language. Pick a student for this assignment who has an outgoing personality and who gets along well with others. The purpose is to make a special effort to help the student feel welcome and at home. The buddy can also help provide much of the orientation.

4. Conduct the orientation session and guided tour of the building in the native language whenever possible.

Exit Criteria
(Changing from ESL to Regular Instruction)

The intent of ESL instruction is to teach LEP students sufficient English to enable them to participate fully in the instructional program of the school division. ESL instruction should be provided until the school system has predictive data suggesting that the student will succeed in the mainstream with other students. Attainment of that goal may be measured by post-tests of alternate forms or even the same entry-level tests, and/or by using SAT scores or normed achievement tests and informal assessment techniques. The judgment of teacher, counselor, or administrator, based on academic performance and cultural adjustment, is also valuable.

Oral production tests are used by some localities to help determine whether students know enough English to be mainstreamed. Care must be exercised, however, to see that students also can read and write well enough to perform well in other classes. A student=s basic social communicative language may be far more advanced than his or her academic language.

Organizing for Instruction

ORGANIZING FOR INSTRUCTION

Types of Language Assistance Programs

It is difficult from a statewide perspective to establish specific guidelines for determining the nature of programs designed for LEP students. Their numbers may vary from only a few students in some school divisions to several thousand in others. Therefore, decisions concerning the organization of the instructional programs should be made locally. However, it may prove useful for the decision-makers to know the alternatives that are available to them.

Rarely is ESL a full-day program. Usually LEP students are engaged in part of the instructional program that is provided for general education students. Generally, the first experiences of LEP students with regular instruction should be in classes that are not conceptually or culturally different from their own experiences (art, physical education, mathematics, etc.). Two to four hours a day of special instruction in English should be provided for beginning and intermediate students.

Whatever organizational pattern is chosen, ESL instruction should be directly related to the content of other instruction, i.e., math, science, language arts, etc. Much communication and collaboration is needed between the instructional staff of the ESL program and the general education program.

Also, those experienced in ESL and bilingual education emphasize the importance of establishing firm objectives for what is to be accomplished. Even if a very few students are involved, this step should not be overlooked.

Included in Appendix H of this document is a fact sheet regarding the schools=obligation toward national origin minority students with limited English proficiency. The fact sheet was prepared by the U.S. Department of Education=s Office for Civil Rights. The fact sheet describes acceptable alternative language programs, staffing requirements, exit criteria for LEP students, gifted and talented programs, and OCR Compliance activities.

A Tutorial Approach

If only a few students are present, it is usually not feasible to offer anything more than tutorial instruction. Additional information concerning instructional personnel for ESL may be found in the section entitled Administrative Issues. If an endorsed ESL teacher is not available, elementary classroom teachers or teachers of foreign languages, English, or reading are usually chosen to provide instruction. An aide or a volunteer, working under the direction of a professional employee, may be used to extend the services. Often a tutor can serve more than one student at a time without difficulty.

A Cluster or Center Approach

In some school divisions, a number of students are scattered among different schools and grade levels. A cluster or center approach is recommended in such instances. Students are brought together for classroom instruction in ESL. They are usually grouped by age or grade level; for example, students in K-3 or 9-12. Often, such students can be transported in buses used to carry special or vocational education students. This organizational pattern is in operation in several Virginia school divisions.

Regardless of the approach the individual ESL teacher takes, there are some very sound, classroom tested strategies for accommodating the newly arrived language minority student. The following suggestions for elementary and secondary ESL students are adapted from the Henrico County Public Schools=*English as a Second Language Resource Book.*

Activities for Elementary School Students

l. Take the LEP students on a tour of the school. This tour can be conducted by the teacher or another adult familiar with the school. It may also be conducted by a foreign student who already knows how to speak English. While on the tour, do the following:

    C   Identify by name each place shown to them;

    C   Place a label on the door or wall next to that place;

    C   Show pictures that depict which activities occur at each place;

    C   Give older students a labeled map of the school and help them locate each place on the map;

    C   Introduce the people who work at each place visited: the secretary, the media specialist, etc.;

    C   Provide ESL students and their parents with clear information regarding bus routes, time schedules, and bus stop locations.

2. Teach students basic survival expressions:

    C   How to ask permission to go to the restroom;

    C   How to buy lunch and the names of the foods on the daily menu;

    C   How to express greetings;

    C   What to do when the fire alarm sounds.

3.   Teach the names of common places and objects:

    C   Take students around the classroom, the cafeteria, the gym, the restroom, and introduce the name of common places and objects.

    C   If at all possible, label objects, furniture, and places in the classroom.

    C   Give students flash cards with the names of objects and places and ask them to show the objects or match them with pictures.

4. Ask students to write their name, address, and teLEPhone number. If they cannot write this information, first write it for them; then have them copy it for you.

    C   If students have difficulty copying or forming the letters, have them trace sandpaper letters or use a handwriting workbook. These activities are especially helpful with non-literate students or with a student whose language uses a non-Western alphabet.

5.   Give students cutout letters of the alphabet and ask them to put the letters in order. Then have students write the alphabet.

6. Give students magazines and ask them to cut out the letters of the alphabet and make their own set of alphabet cards.

7. Using magazines or old textbooks, have students cut out pictures about a specific topic such as transportation, clothing, fruit, or colors. Then have students prepare a scrapbook. Help students label the pictures and pronounce the names of the objects in the pictures. You might have to identify a picture in each category so that they know what to look for. Next, have students make flash cards with the names of the objects. After students review the words, they can store the flash cards in a vocabulary bank (a folder or a cardboard box). Later, students can review the flash cards with the teacher or a buddy.

8. Use as many pictures as possible to represent what you are talking about. If you are teaching the circulatory system, provide pictures students can label with the help of a buddy, volunteer, etc.

9. Place students in an intermediate reading group and let them listen to you and the other students.

   C Point to the illustrations when they relate to what is being said or discussed.

   C Allow for a silent period.

   C Do not force students to answer complete questions about what is being read or discussed.

10. Use simple exercises about colors, shapes, or other basic concepts.

   C Help students make colors or shape charts with labels or flash cards with the color or shape on one side and the label on the other.

   C Have students match labels with colors or shapes on a chart; then have them repeat the activity on a worksheet.

11. Look for every opportunity to include LEP students in classroom activities, e.g., singing, games, classroom chores, reading groups, hands on experiences, etc. Seat them close to you so that they can see what you are doing.

12. If you have a Language Master, have students listen to cards; then repeat and write the words or phrases. There are good ESL commercial cards available.

13. Give students simple crossword or word-find puzzles with the words they have learned the first few days: school-related vocabulary, clothing, food, colors, shapes, days of the week, or the vocabulary of the lesson you have taught.

14. Have students listen to stories on tape while they follow in the book. Filmstrip/tape stories can also be used.

15. Provide a simple chart showing the numerals 1-10, with the corresponding number words. Have students make individual sets of flash cards with the numeral on one side and the word on the other side.

16. Give students connect-the-dots activities; have them name, label, and color the picture.

17. Give students fill-in number charts. Start from simple charts and work to more complex.

18. Make a point to display LEP students=work regularly on the hall or classroom bulletin boards.

19. Use word search. Place a picture next to the word the student is searching for so that he can learn what the word means.

20. Provide classroom tutors.

21. Use center games - word and picture association.

22. Give students pictures to cut and sequence.

23. Have students color pictures keyed to color words. Teach the student to match the word on the crayon with the word on the paper.

24. Use picture books with a peer.

25. Allow students to use the tape recorder for speaking and listening practice.

26. Use clay, puzzles, and Richard Scarry books for vocabulary development.

27. Provide handwriting books.

28. Ask parents to volunteer to work with the ESL students.

29. Use the knowledge and wisdom of retired teachers as a resource to provide additional help for ESL students.

(Adapted from *English as a Second Language Resource Book,* Henrico County Public Schools)

Activities for Secondary School Students

l. Assign buddies to orient LEP students to the school and to help them in class. A buddy can:

- C give a tour of the school;

- C take students to the cafeteria, clinic, and office;

- C introduce students to the counselor, the physical education teacher, etc.;

- C provide ESL students and their parents with clear information regarding bus routes, time schedules, and bus stop locations.

- C orient students to important rules such as not cutting in line, not leaving the school building, getting to class on time, etc.;

- C help students open the book to the correct page and direct them to the correct activity;

- C help students review vocabulary by making and using flash cards.

2. Give students a map of the school and help them locate important places.

3. Give students a map of the school with labels and have them copy the labels onto a blank map.

4. If students are pre-literate or do not know the Western alphabet, refer to items 4, 5, and 6 of the elementary school activities.

5. Provide simple graphs, maps, and word games or puzzles to help students reinforce what they have learned.

6. Have all students locate the country they or their families come from on a map or globe. Have the students locate the capitals of those countries.

7. Arrange for people who speak the LEP students=language and are knowledgeable about the students=countries to tell other students about those countries and cultures. This activity will sensitize all students in the class to the cultures of their classmates and will help integrate the LEP students into the classroom activities.

8. If students are literate in their native language, give them a list of vocabulary from the lesson you are teaching and ask them to look for the meanings in a bilingual dictionary.

9. Assign copying activities during the first days. The student can:

   C   look for certain words in a reading selection and copy the sentences where those words appear;

   C   copy the titles and subtitles of the chapter being studied and, using the textbook, write under each the words that fit from the vocabulary list you have provided;

   C   complete a cloze exercise prepared on a handout. The exercise can contain an excerpt from a reading selection from the current lesson, with key vocabulary words missing. At first the students may just copy the words from the textbook or look up words in a bilingual dictionary;

   C   use the textbook to do a set of short sentence completion exercises;

   C   copy illustrations, graphs, or maps from the lesson being studied;

   C   copy notes from the chalkboard.

10. Initially, in math classes, have students work only on computation.

(Adapted from *English as a Second Language Resource Book,* Henrico County Public Schools)

Current Approaches Appropriate for ESL Instruction

Language Instruction Approaches

TPR: Total Physical Response

TPR is a teaching method by which commands with a purpose are used to facilitate the learning of a language. In TPR the students respond physically to the commands modeled by the teacher. This approach is appropriate for beginning through intermediate students, but it is particularly effective with beginning students who are not ready to verbally respond in a new language.

With TPR the student is able to build up a receptive vocabulary in the new language through actions, yet is allowed to be silent and not produce language.

The four basic steps of a TPR lesson are:

1) Model: Model the series of actions.

2) Give commands: Use imperative structures. (Stand up, walk to the door and open the door)

3) Write: Write the series of commands on the chalkboard for group reading.

4) Assign Pair Work: Small groups of students practice giving, responding to, and demonstrating commands.

(Asher, J. 1982. <u>Learning Another Language Through Actions: The Complete Guidebook</u>. Los Gatos, CA: Sky Oaks Productions.)

Natural Approach

The Natural Approach is a language-teaching methodology based on the natural process of first language acquisition. Students strive for communicative fluency in meaningful context, rather than accuracy in pronunciation and grammar.

The Natural Approach describes four stages of language production:

1) Preproduction: Students rely on contextual clues, key words, and nonverbal responses.

2) Early Production: Students develop receptive vocabulary and attempt speech in words and chunks.

3) Speech Emergence: Students have more elaborate speaking skills, using complete phrases. Many errors and need for extensive vocabulary development.

4) Intermediate Fluency: Students understand most everyday language, can converse easily, still make many mistakes, but they do not prevent understanding.

The following strategies are used to enhance language acquisition:

C   Low-anxiety environment;

C   Concepts made comprehensible through visuals and objects;

C   Interesting and relevant content for lessons;

C   Little overt correcting of language errors; and

C   Positive and accepting classroom climate.

(Terrell, T. 1977. A"A Natural Approach to the Acquisition and Learning of a Language. <u>Modern Language Journal</u>. 61:325-336.)

Approaches That Combine Language And Content

Theme-Based Language Instruction

In theme-based ESL classes, instruction is organized around themes taken from the mainstream curriculum: science themes (volcanos, plants), social studies themes (our community, our histories), literature themes (superheroes, fairy tales). With this approach, students can learn subject area content while still learning the language.

The emphasis in theme-based instruction is the content. Vocabulary and concepts are from the content areas. Students learn the language by talking, listening, reading, and writing about these concepts.

This approach is especially useful in elementary schools, or in secondary classes where students are studying different subjects.

(Enright, D.S. and McCloskey, M. 1988. <u>Integrating English</u>. Reading, MA: Addison-Wesley)

Sheltered English

Sheltered English classes are actually content classes where all students are second language learners and need the mainstream content and strategies to be modified. They are usually used at the secondary level where a number of ESL students may need to take courses such as Health, U.S. Government, U.S. History, etc. Like theme-based classes, the emphasis is on the content and concepts from the subject area, rather than the correct grammar and pronunciation.

(Brinton, D.M., Snow, M.A., & Wesche, M.B. 1989. Content-based Second Language Instruction. New York: Newbury House; Curriculum Guideline from the Hawaii State Department of Education: Content Area Instructional Strategies for Students of Limited English Proficiency in Secondary Schools: A Sheltered Approach. From Hawaii DOE document English as a Second Language Curriculum Resource Handbook.. 1993. Corwin Press)

Literature-Based Approach

This approach uses authentic literature as the organizing principle of the language lessons. Usually the elements of Whole Language are also used. In other words, the emphasis is on understanding and enjoying books and stories, not producing accurate grammar and pronunciation.

There are several criteria the ESL teacher should keep in mind when selecting stories for second language learners:

C   Length of the story;

C   Illustrations or familiar themes in the story;

C   Repetitiveness or predictability of sentence patterns in the story; and

C   Whether or not the stories can be viewed as wordless books.

(Smith, R. 1985. Reading Without Nonsense . New York: Columbia University Teachers College Press; Graves, R. 1987. The RIF Guide to Encouraging Young Readers. New York: Doubleday Books.)

CALLA: Cognitive Academic Language Learning Approach

CALLA is a content-based approach that also integrates academic learning strategies that students will need to function in all-English classrooms. For each lesson there are content objectives, language objectives, and learning strategy objectives. It can be in a theme-based or in a sheltered content format.

A CALLA lesson is planned through five steps: Preparation, Presentation, Practice, Evaluation, and Expansion. This approach is very useful for students in grades 4-12, especially if they do not have the content knowledge and/or academic learning skills they will need in the mainstream classroom.

(Chamot, A.U. and O=Malley, J.M. 1994. The CALLA Handbook. Reading, MA: Addison-Wesley.)

Regular Education Approaches That Work Well with ESL Students
(Although They Must Be Modified)

Whole Language Approach

The Whole Language approach is based on the principle that learning occurs when students experience and use

language in meaningful contexts,   such as whole books. Learning is hampered when instruction is only given in tiny fragments, such as on phonics worksheets.

Enright and McCloskey have identified principles necessary to implement a Whole Language program for ESL students:

1) Acquiring language is a total process and the various language skills (listening, speaking, reading, writing) should be taught as a Awhole@ process rather than as isolated skills.

2) Language is a tool which can help students think, problem solve, and successfully attack other learning tasks.

3) The classroom atmosphere should be conducive to language acquisition (see ANatural Approach@ above).

(Enright, D.S. and McCloskey, M. 1988. Integrating English. Reading, MA: Addison-Wesley; Freeman, Y.S. and Freeman, D.E. 1992. Whole Language for Second Language Learners. Portsmouth, NH: Heinemann.)

Cooperative Learning Approach

In cooperative learning, students work in heterogeneous groups on learning tasks that are structured so that all students share in the responsibility for completing the task. This approach lends itself to ESL students of varying proficiencies working in a group setting that fosters mutual learning rather than competitiveness.

The benefits of cooperative learning for ESL students include small-group practice with academic English, use of native language to access prior knowledge, integration of language and content, and the opportunity to become independent learners.

Teachers set up cooperative activities in which group members have different levels of English proficiency and must help each other understand and complete the task.

(Chamot, A.U. and O=Malley, J.M.1994. The CALLA Handbook. Reading, MA: Addison-Wesley; Kagan, S. 1986. ACooperative learning and sociocultural factors in schooling.@ In Beyond Language: Social and Cultural Factors in Schooling Language Minority Students, pp 231-298. Los Angeles: California State University.)

LEA: Language Experience Approach

The Language Experience Approach was developed for native English-speaking students as a way of providing support for initial reading experiences. In a LEA lesson, students talk about an experience they have had, or about some topic they have in common. The teacher writes the words spoken by the students, with little or no correcting. This body of writing is then used for the reading lesson. Thus, the student knows the subject of the reading passage, and is familiar with the language structures used. In this way, reading becomes easier, since vocabulary and grammar are already known. This method is an excellent one for students who are not literate in their first language, or whose language (native or English) is not standard. It is not an approach for academically advanced students.

(Van Allen, R, and Allen, C. 1976. Language Experience Activities. Boston: Houghton Mifflin.)

Writing Process Approach

In Writing Process approaches, students learn that writing involves thinking, reflection, and multiple revisions. Teachers model the writing process by thinking aloud about their own writing. The classroom becomes a writing workshop in which students learn the art of writing through discussion, sharing, and conferencing.

The steps of the Writing Process emphasize that not all writing needs to be perfect:

1. <u>Pre-writing</u> activities provide students with the oral language and ideas they need to write.

2. <u>Drafting</u> allows students to get their ideas down on paper, without worrying about correct mechanics.

3. <u>Sharing and responding to writing</u> includes conferencing with the teacher and with other students.

4. <u>Revision</u> is the process of re-writing or re-arranging the writing, as a result of conferencing. These two steps may be repeated several times.

5. <u>Editing</u> is the final process of correcting mechanics. Students learn that this is the last step in writing, not the first step. Assistance and aids such as spell-check are encouraged.

6. <u>Publishing</u> is the end result of some, but not all, and not even most, of the writing a student does in the Writing Process.

(Hudelson, S. 1989. <u>Write On: Children Writing in ESL</u>. Englewood Cliffs, NJ: Center for Applied Linguistics and Prentice Hall Regents.)

Multicultural Approach

Multicultural education is not a method with strategies to follow. Rather, it is an attitude that emphasizes the value of every person=s culture and background. In mainstream classes, multicultural education is usually taken to mean learning about someone else=s culture. In ESL classes, it means learning about and appreciating all of our different cultures. In some schools, multicultural education begins and ends with food, festivals, and fun. But other aspects are just as interesting and more critical to understand. Everyday ways of accomplishing tasks seem insignificant, but add up to the totality of a very different way of living. Values and beliefs are the hardest to talk about, perhaps, but the most important to understand. The basic assumption in the Multicultural Approach is that all people have a culture, and most people=s cultures are somewhat different.

This approach is useful with all ESL students and with mainstream students. It can be combined with most other approaches and should create a classroom atmosphere that facilitates language learning.

(Ramsey, P. 1987. <u>Teaching and Learning in a Diverse World: Multicultural Education for Young Children</u>. New York: Teacher=s College Press.)

Curriculum and Instruction
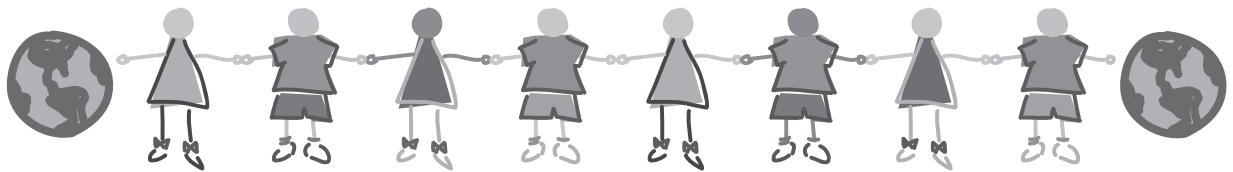
CURRICULUM AND INSTRUCTION

General Observations

Many books and articles are available on English as a Second Language curriculum and methodology. Some of these are referenced in the bibliography included in the Instructional Materials and Resources section of this handbook. The purpose of this section is to provide basic guidance for the administrators and instructional personnel who deal with LEP students and to direct them to other, more comprehensive, resources.

Teachers need to define objectives for their students in various levels of ESL classes. Different objectives are needed for primary, upper elementary, and secondary students. However, the objectives should be consistent with Virginia=s English Standards of Learning.

The ESL teacher=s approach is somewhat different from that of an English or language arts teacher of native English-speaking students who already comprehend and speak English. Listening and speaking skills in the new language must be developed. For LEP students comprehension is vital. Teachers should make an extra effort to speak clearly and distinctly. It is helpful to repeat strategic information, especially abstract concepts, in different ways.

The use of gestures, facial expressions, and other body language often helps to support and clarify verbal language. Whenever possible, teaching should be supported by visuals, realia, and demonstrations. Oral classroom instructions and assignments should be reinforced by written illustrations.

Idiomatic and slang expressions that may be misunderstood should generally be avoided. These may be taught later, as students become more proficient in the language and curious about their peers= speech.

Error correction of a student=s oral language should be done judiciously. The teacher must weigh the alternatives to decide whether interruption will help or hinder the student=s communication. Naturally, the teacher should not hesitate to assist a student who needs help by providing a missing word or by aiding in pronunciation.

LEP students may not possess any or many of the skills needed to read and write English. In introducing new material, some guidance should be provided for the students. Sometimes key vocabulary items need to be extracted and taught in advance. Also helpful is a set of questions or a brief outline. At times, entire concepts need to be taught in advance. A single introduction of material is usually not sufficient. The introduction should be repeated in varying ways for reinforcement.

One technique that is often used successfully is that of involving the entire class in constructing a cluster of vocabulary words or a web of concepts that will be used later in a writing or reading activity. The teacher presents the theme (for example, the family) and asks the students to generate a list of words or concepts related to this theme. These are written on the board as they are offered by the students. The teacher might cluster the words on the board into sub-themes. For instance, in a discussion of the family, the teacher would elicit vocabulary dealing with various family members, their ages, their characteristics, activities the family engages in, family holidays and traditions, etc.

A variety of methods and materials should always be at the disposal of the teacher. If one resource does not work, another can be tried. The teacher needs to take into account the different learning styles of individual children. Some are better at conceptualizing; some are visual learners; some learn better aurally. Manipulatives help to reinforce concepts for most children. Visual aids often can help students understand and retain the material. Audio aids can be used to provide variety and additional practice. Every effort should be made to secure lower-level content materials more appropriate to the reading level of the student. Modifications can be made to teach the content as a language lesson, modeling pronunciation, determining meanings, and applying the specific vocabulary in real situations and dialogue.

Text material can be simplified to facilitate comprehension. High interest/low-level reading materials can be used for outside or recreational reading. Many textbook publishers produce simplified versions of content material designed

especially for ESL classrooms or the LEP students in a mainstream classroom. Included in this handbook in the Instructional Materials and Resources section is a partial list of publishers that market instructional materials for ESL and bilingual education classes.

Peer teaching is an excellent approach for the ESL classroom. Cooperative group learning techniques are widely used with great success. Small group work permits each student more active learning time. Stronger students in the group take a leadership role by helping the less able students. Small group learning also relieves the pressure on an individual student who may feel intimidated by responding before the entire class.

However, entire class instruction is also necessary. All these classroom organizational techniques have merit. Using any one exclusively is limiting the students=exposure to techniques which require different kinds of participation and skills. The ESL classroom needs to prepare students by giving them a Asafe@ environment in which to practice the appropriate way to be involved in all regular class activities. Gaining the confidence to participate orally in the ESL class helps them transfer that learned behavior more successfully to the regular classroom.

LEP students should be acquiring both knowledge and skill. To develop skill they must be involved actively in using the language. It is not enough to tell them about the language. They must be provided with many communication activities in which they participate actively.

Suggestions for Accommodating LEP Students in the Regular Classroom

l. Make students feel welcome and included, but do not push them to speak at first. Keep talking to the students. It is normal for them to have a silent period that can last days, weeks, or months. They will first develop listening skills before speaking skills.

2. Provide students with a Abuddy@ to help with classroom work. This Abuddy@ can be a high level student or a low level student.

3. Seat the students close to the front of the room.

4. Encourage peer tutoring.

5. Recognize that listening to a foreign language (English) all day can be exhausting. Help to overcome this fatigue by permitting students to withdraw from classroom activities occasionally.

6. Speak to the students at a normal speed, in complete sentences, using simple vocabulary. Avoid raising your voice.

7. Recognize that the students desperately want to be like their peers, but certain differences and parental pressure will cause emotional conflicts in the students.

8. Place the students in a top or average reading class as a listening member only. The students in these classes will provide the best models and generate interest.

9. One of the most effective aids in helping ESL students to learn is the chalkboard. Seeing the spoken words is essential. The value of writing key notes, vocabulary words, diagrams, etc. on the board cannot be overemphasized in facilitating the success of ESL students.

10. Ask one of the better students to take notes to share with LEP students.

11. If possible, give ESL students a list of crucial terms prior to class so they can look up the terms in a bilingual dictionary.

12. Set up a listening station where ESL students can listen to books and filmstrips with records or tapes. The Abuddy@ can assist in this activity. Contact your ESL teacher to make arrangements for the listening station equipment.

13. Give exact assignments at first, rather than a choice of assignments. Often, students are not accustomed to having a choice and may find it confusing and a weakness on the part of the teacher.

14. Do not be afraid to correct students=speech, but make corrections short and immediate.

15. As proficiency increases, encourage students to tell about their countries and cultures (as appropriate to course). Have maps of the countries in the room.

16. Set realistic learning goals.

17. When assigning special projects, be sure students understand your expectations and instructions; written instructions would be helpful.

18. In grading ESL students, you are encouraged to evaluate achievement in learning the Aheart@ of your course. For ESL students, the problem is language, communicating what they know. Because listening and speaking skills are acquired before reading and writing skills, students could use diagrams and pictures (where appropriate) to communicate what they cannot write. Where time and setting is suitable, another option could be an orally administered and answered assignment using the tape recorder.

19. Be aware of possible depression which may come later and alter study patterns.

20. Foreign-born student swill not only be continuing their education in a language which may be unfamiliar to them, but they will also be studying in an environment and in a style unknown to them. The greater freedom they will enjoy, the higher demands on their self-reliance and creativity, the shift from memorization to problem-solving and the encouragement for debate and argumentation can all be expected to complicate their situations and, initially, may intensify their disorientation.

21. Keep in close touch with the ESL teacher as he/she is very important to the students; he/she acts as a confidant and a specialist to help the student learn English and adapt to our culture.
(From English as a Second Language Resource Book for the Classroom Teacher, Henrico County Public Schools)

Strategies That Work with Second Language Learners

Classroom Environment

C   Demonstrate support for a student=s culture and language by incorporating it into the curriculum.

C   Insure that displays represent the diversity in your classroom.

C   Hold high expectations for all students.

Oral Language

C   Focus on meaning (what the student says, not how it is phrased). Correct errors through modeling and expansion. If student says, ADid the boys went outside?@, respond, ADid the boys go outside? Yes, they did. They went outside.@

C   Use concrete objects to generate discussions.

C   Provide multiple opportunities to engage in hands-on activities.

C   Use poetry, songs, rhymes, chants, and games to teach concepts and vocabulary while developing oral language skills.

C   Provide opportunities for cooperative groups, role playing and dramatizations. Have students work in groups to develop scripts. Allow students to video tape their productions.

C   Allow students to tape themselves reading stories, poetry, rhymes, problem solving, etc.

Reading, Writing, and Content

C   Read aloud to your students daily.

C   Provide texts with similar content but at a lower reading level. Consult with the librarian.

C   Make textbooks and informational books accessible by teaching learning strategies.

C   Use illustrated graphic organizers during introductory discussions to a new topic or a reading assignment in a text or informational book.

C   Pair a second language learner with a more experienced English speaker, preferably someone from his own language group, to read, discuss, and gather information.

C   Label objects in the classroom. Use students=first languages, in addition to English, in classroom environmental print.

C   Use visuals, charts, manipulatives, and realia. This will allow students to draw on multiple clues.

C   Tap students=prior knowledge by incorporating their cultural experiences into classroom instruction and making connections between what they already know and the new material.

C   Expand their background knowledge by involving them in hands-on activities, field trips, guest presentations, role playing, drama, and problem solving.

C   Frequently model and provide multiple opportunities for second language learners to use the academic language that they will need to engage in the more abstract discussions involving cause and effect, compare and contrast, interpretation, analysis and evaluation.

C   Provide time for students to write in response journals. Allow students to use their first language. Do not grade journals, and make corrections only by including the correct spelling of misspelled words in your responses.

Student Comprehension

C   Never assume understanding. Students will usually act like they understand. Have them repeat back your directions. Make them feel free to say, AI don=t understand.@

Questioning Strategies

C   Begin by asking questions you know students can answer, choice questions, factual, recall.

C   Avoid vague questions. Instead of, AWhat happened?@, ask AWhat happened when you mixed the vinegar and oil?@

Ȼ Base questions on material they have practiced in groups or for homework.

Evaluation

Ȼ Allow extra time for assignments. Adapt assignments, making them shorter if necessary.

Ȼ Accept non-verbal responses such as art, demonstrations, graphic organizers.

Ȼ Allow student to take tests orally if writing is difficult or vice versa.

Ȼ Be aware of what you are assessing and focus on that. If the content of an answer is correct accept that rather than being concerned with the grammatical form.

(Compiled by Elaisa Gosnell and Carol Beck and reprinted with the permission of Fairfax County Public Schools.)

Integrated Language

The basic philosophy behind integrating language and content is the concept that a child=s whole education is shared by many teachers. When language and content are integrated, content material is incorporated in language classes, and materials and language are modified in order to provide comprehensible input to LEP students in content classes. This approach is characterized by three principal factors:

l) the use of multiple media;

2) the enhancement of the students=thinking skills; and

3) student-centered organization of instruction.

Instruction should be student-centered. The teacher acts as a facilitator whose goal is to increase student-to-student interaction.

Teachers present information through a diversity of media in order to make the language as comprehensible as possible. Classroom techniques include the use of realia, graphs, demonstrations, pre-reading and pre-writing activities. Teacher collaboration and mutual observation are keys to effective instruction. The language teacher and the content teacher work together to plan, examine content materials, and identify the reasoning abilities needed to manipulate the content.

Content-Area Instruction

The following summary of the monograph ESL Through Content-Area Instruction, edited by JoAnn Crandall and available from Prentice-Hall Regents was prepared by Tarey Reilly and distributed through the ERIC Clearinghouse on Languages and Linguistics as an ERIC Digest. For additional information contact :

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1118 22nd Street, N.W.
Washington, DC 20037</p>

Content-based ESL is a method that integrates English as a Second Language instruction with subject-matter instruction. The technique focuses not only on learning a second language, but on using that language as a medium to learn mathematics, science, social studies, or other academic subjects. Although this approach has been used for many years in adult, professional, and university education programs for foreign students, content-based ESL programs at the elementary and secondary school levels are just emerging. One of the reasons for the increasing interest among educators in developing content-based language instruction is the theory that language acquisition is based on input

that is meaningful and understandable to the learner *(Krashen, 1981, 1982)*. Parallels drawn between first and second language acquisition suggest that the kinds of input that children get from their caretakers should serve as a model for teachers in the input they provide to second language learners, regardless of age. Input must be comprehensible to the learner and be offered in such a way as to allow multiple opportunities to understand and use the language. If comprehensible input is provided and the student feels little anxiety, then acquisition will take place.

Krashen posits a dichotomy between acquisition and learning, with one (acquisition) serving to initiate all language and the other (learning) serving only as a monitor or editor, activated when the learner has time and is focusing on the correctness of his or her language. In another dichotomy, Cummins *(1979, 1981)* has hypothesized two different kinds of language proficiency: basic interpersonal communication skills (BICS), which are language skills used in interpersonal relations or in informal situations; and cognitive academic language proficiency (CALP), which is the kind of language proficiency required to make sense of and use academic language in less contextually rich (or more context-reduced) situations. Cummins suggests that BICS are relatively easy to acquire, taking only 1 to 2 years, but that CALP is much more difficult, taking 5 to 7 years and necessitating direct teaching of the language in the academic context.

Many content-based ESL programs have been developed to provide students with an opportunity to learn CALP, as well as to provide a less abrupt transition from the ESL classroom to an all-English-medium academic program. Content-based ESL courses--whether taught by the ESL teacher, the content-area teacher, or some combination--provide direct instruction in the special language of the subject matter, while focusing attention as much or more on the subject matter itself.

Mathematics and ESL

The language of mathematics has its own special vocabulary, syntax (sentence structure), semantic properties (truth conditions), and discourse (text) features. Mathematics texts:

a. lack redundancy and paraphrase;

b.   are conceptually packed;

c.   are of high density;

d.   require up-and-down and left-to-right eye movements;

e.   require a slower reading rate than natural language texts;

f.   require multiple readings;

g.   use a variety of symbols such as charts and graphs; and

h.   contain a large number of technical words with precise meanings.

These language features, when combined with the mathematics content of the written text, require the students to apply mathematics concepts, procedures, and applications they have already learned.

The classroom environment in which ESL is taught through mathematics content should be carefully structured so that second language acquisition can occur. Instructional activities should promote second language development through a natural, subconscious process in which the focus is not on language *per se*, but on communicating the concepts, processes, and applications of mathematics. Instructional activities in both the ESL and mathematics classroom should be built on students= real-life experiences and prior knowledge of mathematics, and offer situations in which students can interact with the teacher and fellow students. Lessons that teach new concepts in mathematics should use graphics, manipulatives, and other hands-on, concrete materials that clarify and reinforce meanings in mathematics

communicated through language. Studies have shown that limited English proficient students can acquire both mathematics and English simultaneously when they are involved in interactive activities.

Science and ESL

Science is generally defined as a set of concepts and relationships developed through the processes of observation, identification, description, experimental investigation, and theoretical explanation of natural phenomena. Through scientific inquiry, students develop learning processes inherent in thinking: observing, classifying, comparing, communicating, measuring, inferring, predicting, and identifying space and time relationships. Current approaches to science and second language education based on research and classroom practice indicate a set of central notions for relating science and ESL. Science inquiry facilitates the development of ESL by providing the following:

a. a Asociocognitive conflict@ that spurs development of a new language system;

b. a source of meaningful and relevant language input, using hands-on materials and texts with extralinguistic devices (diagrams, charts, pictures) to clarify meaning;

c. positive affective conditions of high motivation and low anxiety;

d. extensive opportunities for small-group interactions in which students negotiate meanings and receive comprehensible language input;

e. opportunities for heterogeneous grouping with the role of peer tutor alternating among students, factors that contribute to input, interaction, and a positive, affective climate;

f. experience with a wide range of language functions;

g. extensive vocabulary development needed for school success;

h. the integration of all modalities of language use: listening, speaking, reading, and writing;

i. literacy-related tasks for development of cognitive/academic language proficiency; and

j. the use of prior cultural and educational experiences for developing new concepts.

Science provides a rich context for genuine language use. From a language acquisition perspective, science can serve as a focal point around which oral language and literacy in ESL can develop. Specifically, science offers:

a. interesting, relevant, and challenging content;

b. opportunities for students to negotiate meanings;

c. an abundance of appropriate language input;

d. conditions for keeping students involved;

e. materials for development of reading;

f. activities for development of writing; and

g. experiences with the forms and functions of English.

History/Social Sciences and ESL

An ESL history/social science class should be concerned with more than just historical facts, geography, and terminology. It can promote the development of critical concepts of American history, thereby helping culturally different students to understand their new country, the United States, and its origins. Teachers can use language classes as a means of expanding social science knowledge as well as use social science content to enhance language development. Conventional instructional activities may be adapted by teachers not only to enhance LEP students= language development and knowledge of social science, but to develop their cognitive skills as well. Strategies include:

a. Use of Manipulatives and Multimedia Materials. Students need visual materials to understand time periods in history; for example, photographs and prints, realia, and filmstrips help students understand ways of life of the Americans living in the colonial period.

b. Language Experiences. The teacher guides students= spontaneous speech by targeting specific vocabulary structures and concepts from the stories elicited from the students. For example, in an intermediate-level ESL social science class studying the role of the Constitutional Convention in writing the U.S. Constitution, the concept of reaching compromises to make decisions may be an entirely new idea. The social studies teacher needs to determine whether the students can recall aspects from their own countries=governments that might be similar. If the students do not clearly understand the topic, then the teacher must create an experience that the students can draw from later. For example, the students could role-play various scenes from colonial times, when power was concentrated in the hands of a few. They could represent different interest groups, each arguing to have certain laws passed. With the teacher as facilitator, the students will come to understand that they must give up certain wants if any progress is to be achieved. Once the students have understood the concept of compromise the teacher can proceed with the lesson on the Constitution and how its laws were created.

c. Semantic Webbing. Students learn how to perceive relationships and integrate information and concepts within the context of a main idea or topic *(Freedman & Reynolds, 1980)*. Following an oral discussion or reading, students construct web strands and supports by putting key words or phrases in boxes. Boxes are connected to illustrate relationships and sub-headings under the main idea, greatly aiding comprehension. For example, the students draw boxes with the events that led to the American Revolutionary War.

Content-area teaching of English as a second language is not an end in itself but a means to an end. The strategies used for LEP students in history/social sciences, mathematics, and science classes equip them with skills that will help them achieve success in the mainstream classroom.

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Krashen, S. 1981. Second Language Acquisition and Second Language Learning. Oxford: Pergamon Press.

Krashen, S. 1982. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.

Wilson, B.E.A., DeAvila, E. & Intili, J.D. 1982, April. AImproving Cognitive, Linguistic, and Academic Skills in Bilingual Classrooms.@ Paper presented at the annual meeting of the American Educational Research Association, New York.

Cultural Differences

Traditions, family values and individuals themselves vary greatly. Differences should not be interpreted as deficiencies or cultures contrasted in any way as to infer that one is better than another. In trying to avoid culture-specific lists of behaviors which can be interpreted as stereotyping, the following cultural insights are applicable to students from many different cultures. However, if you want to know specifically about the country of origin of your students, use a *Culturgram*, a comprehensive outline of all the features of many of the cultural groups that come from each country. (*Culturgram*. 1986. *Provo, Utah: Brigham Young University David M. Kennedy Center for International Studies, Publication Services.)*

Students who are limited in English may or may not display the following behaviors:

l. Some students are not accustomed to looking directly at a person who is in a position of authority or an older person. They may feel more comfortable looking down or away. This is actually a sign of respect in some cultures. Allow students time to learn these new U.S. cultural behaviors.

2. Many students who are limited in English refrain from asking for help and will not answer voluntarily. They may smile or nod, seeming to indicate that they understand what is being said, when in reality they do not. Make eye contact and smile to the student, go over to the student=s desk to offer individual coaching and questioning, and assign the student a peer-coach (selecting someone who really wants to take on that responsibility).

3. Some students may be apprehensive about speaking out in a group, either because the teacher, seen as a respected Aelder@, is present or because they may not have a specifically meaningful thing to say. Silence may, in some students=cultures, be a sign of respect rather than a sign of an inability or a refusal to participate.

4. Due to cultural background, some students may not be accustomed to physical education activities and may resist participation initially. Be patient and gently encourage their participation.

5. There are differing perceptions of personal space throughout all cultures. What may be comfortable closeness in one culture can be perceived as an invasion of space or an aggressive posture in another. Allow time and provide opportunities for comfortable adjustment to these differences, both for your LEP students and the students in your regular classroom setting.

6. Different styles of clothing may be worn by students who have recently immigrated. In addition, spoons, forks and knives may be unfamiliar to them. Eating in public with peers can be very uncomfortable for some students. Help other students understand how difficult it is to get used to new foods. Sometimes certain foods (meats and other animal by-products) are prohibited from their diets due to religious reasons.

7. Many LEP students prefer to work cooperatively on any task that is assigned to them. Others may prefer to work individually. What may look like cheating to a teacher is actually a culturally acquired learning style or an attempt to Amimic@, see, or Amodel@what has to be done. This is an attempt to survive and not do the wrong thing.

8. Some culturally diverse groups have differing attitudes toward the importance of time and being on time. Students may arrive at school late on a consistent basis. Some students may be absent quite frequently due to activities that

the family finds more important than school, i.e. babysitting younger children or working. This does not mean that they do not value education. It is simply an attempt to survive economically and to adapt to the mandatory educational system of the U.S. (not the case in many other countries). They also need time to adjust to the fact that there are legal consequences for parents who do not send their children to school regularly (an entirely new and foreign role for them). Use an interpreter if necessary to inform parents of these expectations and educational policy.

9.   Misunderstandings due to communication problems or cultural differences are quite common. Patience and understanding are required as these students adjust to new situations. Use an interpreter to address abstract or complex behaviors or situations. Recognize that in the transitional second language acquisition and acculturation period, unintentional Amistakes@ will be made, especially when they first transfer what they know as acceptable behaviors from their own culture to the U.S. classroom or school. They may soon learn that these are not only unacceptable but in some cases illegal, as one of the ESOL goals is to understand the responsibilities and consequences of appropriate behavior in U.S. schools.

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Suggestions for Instruction by Elementary Grade Level

For instruction at all grade levels, it is best to remember that students acquire their second language in the same sequence that they acquired their first language as young children. First, they listen and then they begin to speak. Later, they are able to master reading and writing. There are two major Afunctions@ of language usage: (l) for interpersonal reasons and (2) for academic purposes. In the linguistics and second language acquisition field, the first is referred to as Basic Interpersonal Communication Skills (BICS) and the second, as Cognitive Academic Language Proficiency (CALP).

Depending on students= first-language proficiency, previous academic experience, and personality, it generally takes one to three years for students to master the BICS and five to seven years for the CALP. Recent research suggests that it takes longer to become functionally bilingual in an academic classroom setting than was previously realized. This has many implications for the amount and type of English language instruction implemented through ESOL curricula and for the instructional strategies used in all classrooms.

We know that ESOL students can and have learned the structures of English through studying content (social studies, math, science, etc.). By Asheltering@ the main vocabulary of each content area (including pre-language development activities, i.e., repetition and substitution drills, webbing for comprehension, journal writing with target content vocabulary, etc.) prior to focusing on the concepts of the lesson, teachers can help LEP students to approach texts and tasks more effectively in the particular content area.

1. Kindergarten

a.   Most LEP students at the kindergarten level need to develop their speaking and listening skills. Kindergarten is an ideal place for them.

b.   These students will absorb English by singing, listening to stories, and reciting poems. Isolate key vocabulary and preview those by having the students repeat them, draw them, and talk about them.

c.   Art activities offer an opportunity to express themselves when they do not have the necessary vocabulary. Be careful, however, not to limit their expression to this kind of activity and to continually vary your instructional approach as you would normally do with your regular classroom students.

d.   LEP students may need individual attention to learn the names of everyday objects. Taping the pronunciation of key vocabulary and letting them hear and pronounce it while they can see a visual of it can be a successful listening-station activity for them, or perhaps a parent volunteer can sit with the child and model key vocabulary. Having

children practice on word families and make word banks can also be helpful.

e.   Oral directions are often misunderstood by LEP students. They need to be shown what to do.

2. Grades One and Two

a.   LEP students in these grades often lack reading readiness skills. Books and songs on tape are very helpful.

b.   Many of these students find basal readers difficult because vocabulary is unfamiliar and the content is culturally biased. A language experience approach in which the students read and write material that is familiar and relevant to them is most effective.

c.   A phonics approach to reading is not recommended since LEP students have difficulty discriminating English phonetic sounds and linking them readily with their graphemes. In addition, those students who learn to decode texts solely by using phonics often do so without comprehension.

d.   These students will benefit from a thematic, integrated approach to the subject areas since vocabulary is learned best when it is presented in context. It may be beneficial to preview key vocabulary in terms of pronunciation, meaning and contextual usage before expecting them to understand this academic vocabulary within texts.

e.   Visual cues (i.e., webbings and outlines) and demonstrations will benefit LEP students even more than most other students in your class.

3. Grades Three-Five

a.   Limited English Proficient students in grades three through five may have a noticeable foreign accent. Listening to books on tape will help them develop an English language sound system, even if they do not understand all the content.

b.   These students need reading material that is developmentally appropriate. High-interest fiction titles especially written for older students who are reading below grade level have proven to be quite successful. Non-fiction texts that have been similarly adapted are also very useful. Basal readers from a lower grade level are not recommended since the vocabulary can be difficult, and the LEP student is likely to find them childish or may not be able to identify with the content.

c.   Cooperative learning activities are always helpful since LEP students are very motivated to learn English in order to communicate with their peers. Avoid assigning them to the lowest groups since they need to hear the best language models.

d.   Art activities can be an excellent way for limited English speakers to express feelings and thoughts that they are not yet able to put into words.

e.   Contrary to popular belief, students who are literate in their first language will actually benefit from reading books in that language. Such reading will not hinder their acquisition of English but will increase their literacy skills in general. Materials in the student=s native language may be available to them at home and they should be encouraged to continue reading in their home language. Many school libraries are purchasing bilingual books. While much of what is available is in Spanish and English, consulting school and area librarians regarding materials in other languages should be pursued.

f.   These students will benefit from a thematic, in-tegrated approach to the subject areas since vocabulary is learned best when it is presented in context. It may be beneficial to preview key vocabulary in terms of pronunciation, meaning, and contextual usage before expecting students to understand them within texts.

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Instructional Materials and Resources
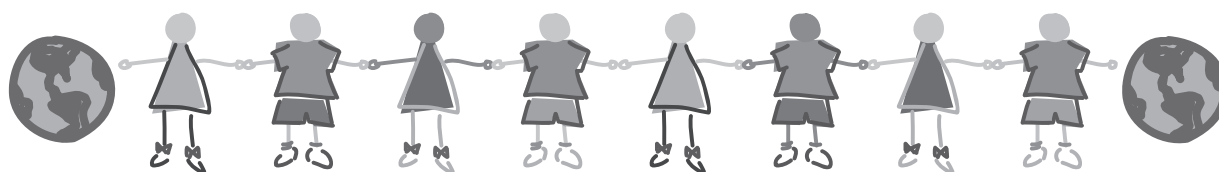
Print Resources

The following is a list of resource books which provide informative reading for those interested in the fields of ESL and bilingual education and for those desiring to increase their awareness of the special needs of LEP students. This list is by no means an exhaustive list of available resources, and new information is constantly being provided through research.

Atwell, Nancie. (1987). *In the Middle*. Boynton/Cook.

Baca, Leonard M. & Cervantes, Hermes T. (1986). *The Bilingual Special Education Interface*. Columbus, Ohio: Charles E. Merrill Publishing Company.

California State Department of Education. (Ed.). (1986). *Beyond Language: Social and Cultural Factors in Schooling Language Minority Students.*

Cheng, Li-Rong Lilly. (1987). *Cognitive Learning Strategies for Minority Handicapped Students.* Lindale, Texas: Hamilton Publications.

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Dulay, Heidi, Burt, Mariana & Krashen, Stephen. (1982). *Language Two.* New York: Oxford University Press.

Edelsky, C. (1987). *Writing in a Bilingual Program.* Norwood, NJ: Ablex.

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Fantini, Alvino E. (1985). *Language Acquisition of a Bilingual Child: A Sociolinguistic Perspective.* San Diego, California: College Hill Press.

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Fradd, S. H. & Tikunoff, W. J.. (1987). *Bilingual Education and Bilingual Special Education: A Guide for Administrators.*

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Miller, Niklas. (1984). *Bilingualism and Language Disability: Assessment and Remediation.* San Diego, California: College-Hill Press, Inc.

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Watson, D. (1989). ADefining and describing whole language@ in *The Elementary School Journal Special Issue on Whole Language.* Vol. 90. No. 2, pp. 129-141.

Willig, Ann C. & Greenberg, Hinda F. (Eds.). (1986). *Bilingualism and Learning Disabilities: Policy and Practice for Teachers and Administrators.* New York: American Library Publishing Co., Inc.

Numerous publications are available from the National Clearinghouse for Bilingual Education (NCBE). A catalogue can be obtained from:

NCBE/ The George Washington University
2011 Eye Street, NW, Suite 200
Washington, D.C. 20006
http://www.ncbe.gwu.edu

Publishers of ESL Materials

AIMS Education Foundation
P.O. Box 8120
    Fresno, CA 93747
    (209) 255-4094

Alemany Press
    Janus Book Publishers, Inc.
    2501 Industrial Pkwy. W. Dept. PR6
    Hayward, CA 94545

Ballard & Tighe, Inc.
    480 Atlas St.
    Brea, CA 92621
    1-800-321-3106

Barron=s Educational Series, Inc.
    250 Wireless Blvd.
    Hauppauge, NY 11788
    (516) 434-3311

Bilingual Dictionaries
    5107 Via Mindanao
    P.O. Box 4587
    Oceanside, CA 92052
    (619) 722-4141

Chaselle, Inc.
    9645 Gerwig Lane
    Columbia, MD 21046

Checkpoint Systems, Inc.
    1520 N. Waterman Ave.
    San Bernardino, CA 92404

Children=s Press
    5440 North Cumberland Ave.
    Chicago, IL 60656-1469
    1-800-621-1115

Cole International
    P.O. Box 1717
    Pasadena, TX 77501-1717
    1-800-448-2053

Crabtree Publishing Co.
    350 Fifth Ave., Suite 3308
    New York, NY 10118

Delta Systems Co., Inc.
570 Rock Road Drive
Dundee, IL 60118
1-800-323-8270

DLM Teaching Resources
One DLM Park
Allen, TX 75002-1302
1-800-527-4747

Edmark Corporation
P.O. Box 3903
Bellevue, WA 98009-3903
1-800-426-0856

Education Access
295 Santa Ana Court
Sunnyvale, CA 94086-4512
1-800-446-3713

Garrett Park Press/Culturgrams
P.O. Box 190B
Garrett Park, MD 20896

Gessler Publishing Co.
55 West 13th Street
New York, NY 10011

Globe Fearon Educational Publishers
100 Marcus Dr.
Melville, NY 11747
1-800-872-8893

Gryphon House, Inc.
P.O. Box 275
Mt. Rainier, MD 20712
1-800-638-0928

Hampton-Brown Books
P.O. Box 369
Marina, CA 93933

Harcourt, Brace, Jovanovich
757 Third Avenue
New York, NY 10017

Heinemann
Whole Language Resource
361 Hanover St.
Portsmouth, NH 03801-3959
1-800-541-2086

Heinle & Heinle Publishers, Inc.
 20 Park Plaza
 Boston, MA 01226
 1-800-354-9706

Intercultural Press, Inc.
 P.O. Box 768
 Yarmouth ME 04096

Jamestown Publishers
 Two Prudential Plaza, Suite 1200
 180 North Stetson Ave.
 Chicago, IL 60601
 1-800-USA-READ

Lakeshore Learning Materials
 2695 East Dominguez St.
 P.O. Box 6261
 Carson, CA 90749

Language Education Associates
 P.O. Box 7416
 Culver City, CA 90233
 (310) 568-9338

Lectorum Publications
 137 West 14th St.
 New York, NY 10011
 1-800-345-5946

Longman, Inc.
 95 Church Street
 White Plains, NY 10601
 1-800-447-2226

Magnetic Way
 210 Washington Bldg.
 One Delaware Road
 Buffalo, NY 14217

Media Materials, Inc.
 1821 Portal St.
 Baltimore, MD 21224
 1-800-638-6470

Modern Curriculum
 4350 Equity Drive
 P.O. Box 2649
 Columbus, Ohio 43216
 1-800-435-3499

Modern Learning Press, Inc.
    P.O. Box 167, Dept. 389
    Rosemont, NJ 08556

Multi-Cultural Books and Videos, Inc.
    28880 Southfield Rd., Suite 183
    Lathrup Village, MI 48076
    (810) 559-2676

National Dissemination Center
    417 Rock Street
    Fall River, MA 02720

National Textbook Company
    4255 West Touhy Ave.
    Lincolnwood, IL 60646-1975

Newbury House Publishers
    10 East 53rd Street, Suite 5D
    New York, NY 10022

Ninos-Genesis Direct
    100 Plaza Drive
    Secaucus, NJ 07094
    1-800-634-3304

NTC Contemporary Publishing Co.
    ESL & Bilingual Education
    4255 W. Touhy Ave.
    Lincolnwood, IL 60646-1975
    1-800-232-4900

Oxford University Press
    ESL Department
    198 Madison Avenue
    New York, NY 10016-4314
    1-800-451-7556

People=s Publishing Group, Inc.
    P.O. Box 70
    Rochelle Park, NJ 07662
    1-800-822-1080

Pro Lingua Associates
    15 Elm Street
    Brattleboro, VT 05301

Recorded Books, Inc.
    270 Skipjack Rd.
    Prince Frederick, MD 20678
    1-800-638-1304

Regents/Prentice Hall
    200 Old Tappan Rd.
    Old Tappan, NJ 07675
    1-800-223-1360

Rio Grande Book Co.
    P.O. Box 2795
    1101 Upas Avenue
    McAllen, TX 78501

Riverside Publishing
    425 Spring Lake Dr.
    Itasca, IL 60143-2079
    1-800-323-9540

Saddleback Educational, Inc.
    711 West 17th Street
    Suite E 12
    Costa Mesa, CA 92627

Santillana Publishing Co.
    257 Union Street
    Northvale, NJ 07647

Scholastic, Inc.
    P.O. Box 7502
    2931 East McCarty St.
    Jefferson City, MO 65102
    1-800-325-6149

Scott Foresman Addison Wesley
    10 Bank Street, Suite 900
    White Plains, NY 10606-1951
    1-800-552-2259

Scribner-Laidlaw
    Front and Brown Streets
    Riverside, NJ 08075

SRA McGraw-Hill
    575 Corporate Drive
    Lobby #3
    Mahwah, NJ 07430
    1-800-428-3654

Treetop Publishing
    P.O. Box 085567
    Racine, WI 53408-5567
    (414) 884-6501

Steck-Vaughn Co.
    P.O. Box 26015
    Austin, TX 78755
    1-800-531-5015

Universal Dimensions
    930 Pitner Avenue
    Evanston, IL 60202
    1-800-323-5448

Voluntad Publishing, Inc.
    Exchange Park, Suite 220S
    7800 Shoal Creek Blvd.
    Austin, TX 78757

Wright Group
    10949 Technology Place
    San Diego, CA 92127
    1-800-523-2371

Technology Resources

1. ESL Software, CD-ROMS, and videos

Educational Software Institute (ESI)
4213 S. 94th Street
Omaha, NE 68127
1-800-605-7292

New Oxford Picture Dictionary, CD-ROM
Oxford University Press
ESL/ELT Department
2001 Evans Rd.
Cary, NC 27513
(800) 451-7556

English Mastery-Training, CD-ROM
American Language Academy ESL Software Department
1401 Rockville Pike, Suite 550
Rockville, MD 20852

Connect with English
Television, video and print course
Annenberg/CPB Project and McGraw-Hill
(800)532-7637

TOEFL MENTOR
ISBN 0-96-5176-610-X
CD-ROM preparation for TOEFL Test
Encomium Publications
3639 Wilshire Avenue
Cincinnati, Ohio 45208
(800)234-4831

ESL Writer
Word processing program with a grammar and spelling checker designed for ESL students, especially those from Asian or Hispanic backgrounds.
Scholastic, Inc.
2931 East McCarthy Street
P.O. Box 7502
Jefferson City, MO 65102

VCR Companion
To create graphics for videotapes
Broderbund Software, Inc.
17 Paul Drive
San Rafael, CA 94903-2102

Multiscribe
Computer program can be used to make transparency masters for use in ESL classes; has various foreign alphabets.
StyleWare, Inc.
6405-T Hillcroft
Houston TX 77081

Once Upon a Time
Software designed for students 6 to 12 years of age which allows them to create pictures to use in stories they write and print.
Compu-Teach
70 Olive Street
New Haven, CT 06511

Slideshop
Students can make transparency masters of illustrations for use in oral or written reports
Scholastic Software
730 Broadway
New York, NY 10003

2. Books on Technology

New Ways of Using Computers in Language Teaching
Tim Boswood, Editor
ISBN 0-939-79169-2
Available from TESOL
(703) 836-0774

The Internet Guide for English Language Teachers
Dave Sperling
ISBN 0-13-918053-2
Prentice Hall Regents
(800)947-7700

Distance Learning: The Challenge for a Multicultural Society
A. Barrera
Monograph #GWO 8
Available from NCBE
George Washington University
1118 22nd Street, NW
Washington, DC 20037
(202) 467-0867
www.ncbe.gwu.edu

Organizations and Agencies

American Public Welfare Association
810 First Street, N.W., Suite 500
Washington, D. C. 20002-4205
(202) 682-0100

APWA publishes a weekly newsletter, *This Week in Washington* and a monthly policy review, *The W-Memo*. Both include occasional articles about public assistance policy and programs affecting refugees and immigrants, such as State Legalization Impact Assistance Grants.

ASHA Office of Minority Concerns
American Speech and Hearing Assoc.
10801 Rockville Pike
Rockville, Maryland 20852
(800) 636-6868 , (301) 571-0457

The main responsibility of this office of the American Speech and Hearing Association is the development of programs to address the service needs of racial and ethnic minorities who have communication disorders. Included in this development is a resource library consisting of a variety of publications and services for professional education, clinical management, research, student and faculty recruitment, and consumer education.

Catholic Diocese of Richmond Refugee and Immigration Services (RIS)
811 Cathedral Place, Suite E
Richmond, Virginia 23220-4801
(804) 355-4559

RIS is a network of volunteers who help refugees find housing and indispensable household items and who give an orientation to life in the United States. RIS also provides interpreter services in approximately twenty languages.

Center for Applied Linguistics Refugee Service Center (RSC)
1118 22nd Street, N.W.
Washington, D. C. 20037
(202) 429-9292

The objectives of the RSC, which is funded by a grant from the Bureau for Refugee Programs, Department of State, are to establish, strengthen, and maintain communication channels with both private and public agencies working to resettle refugees; collect and analyze orientation information materials, and programs; write and disseminate culturally appropriate materials (in English and the principal Indochinese languages) for refugees, sponsors, and their communities; and to produce audio-visual materials to assist in cross-cultural training and orientation.

Center for Applied Linguistics (CAL), ERIC Clearinghouse on Languages and Linguistics
1118 22nd Street, N.W.
Washington, D. C. 20037
(202) 429-9292
Fax (202) 659-5641
Web: http://www.cal.org
http://www.aspensys.com/eric/barak.html

The ERIC Clearinghouse is housed in the CAL facility. Updated materials on ESL, language acquisition, and bilingual education can be obtained from the Center.

Center for Bilingual/Multicultural/ESL Teacher Preparation
Graduate School of Education
George Mason University
4400 University Drive
Fairfax, Virginia 22030-4444
(703) 993-3688

In order to meet a growing need for trained bilingual teachers, counselors, and administrators in the linguistically and culturally heterogeneous public schools of Northern Virginia and Washington, George Mason University offers an interdepartmental Bilingual/Multicultural/ESL Teacher Preparation program. The aim of this program is to prepare bilingual/ESL teachers of traditional academic subjects, as well as bilingual counselors and administrators, for service in multicultural and linguistically diverse classroom settings. The program is open to graduate students and is housed in the Graduate School of Education. Cooperating departments are Foreign Languages and Literatures, and English with course options also drawn from numerous other departments and subdivisions throughout the University. To serve the distinct needs of surrounding school districts, this program specializes in training Spanish, Korean, and Vietnamese, and other language bilingual educators.

Eleven graduate degree programs are available to students interested in bilingual/multicultural/ESL education. Graduate studies are available in the bilingual/multicultural education program for students who wish to pursue degrees in elementary education, secondary education, Spanish or English with a specialization in bilingual/ESL. A certificate program in the Teaching of English to Speakers of Other Languages (TESOL) is also available.

Comprehensive Center at GW: **Resource for Regional Educators**
(800) 925-3223

The Region III Comprehensive Center, housed at the Center for Equity and Excellence in Education, The George Washington University Graduate School of Education and Human Development, announced that it will distribute a AParents Guide@ to help parents of language minority students understand their right and responsibility to talk with the school system about what can be done to help their children reach high academic standards. The guide will also include a APractitioner=s Manual@ to assist school personnel in fostering ongoing communication with parents.

Comprehensive Center in Arlington
Resource for Regional Educators
1700 N. Moore Street, Suite 1275
Arlington, Virginia 22209-1903
(800) 624-9120
http://www.ael.org

Region IV Comprehensive Center at AEL serves Title I, Migrant, Immigrant, American Indian, Limited English Proficient, Neglected and/or Delinquent, Homeless, Special Education populations. To improve learning for all students the Center utilizes staff and subcontractors with expertise in such areas as schoolwide planning, bilingual education, family and community involvement, safe and drug-free schools, standards and assessment, and cultural diversity.

The Center will train clusters of teachers serving migrant students, assist in developing assessment strategies for ESL/LEP students, conduct training for reading coaches, and provide training for teachers on parent involvement.

Connections Program:
Catholic Charities of Richmond, Inc.
1010 N. Thompson Street
Richmond, Virginia 23320
(804) 354-0717
 and
Connections of Falls Church
(703) 533-3302
Connections of Virginia Beach
(804) 473-0352
Connections of Roanoke
(703) 342-0411

Connections is a statewide program offering a broad range of services for youths and families from all cultures. All Connections offices offer the Refugee Unaccompanied Minors Program and are licensed as non-profit child placing agencies accredited by the Council on Accreditation of Services for Families and Children. Connections, Richmond also works together with the Chesterfield and Henrico County Public Schools to provide bilingual vocational education for at-risk refugee teens. The BVE program consists of one-half day of intensive ESL, vocational ESL and content ESL as well as job readiness/independent living instruction. The remainder of the day is spent in mainstream vocational classes with assistance from bilingual teachers= aides. The program presently serves students from Cambodia, El Salvador, and Vietnam.

Hispanic Committee of Virginia
2049 N. 15th Street
2nd Floor, Suite 100
Arlington, Virginia 22201
(703) 558-2128

This office provides interpreters, transportation, tax and employment assistance, literacy classes, and advocacy services to improve the standard of living of Hispanics and other disadvantaged populations in Virginia. It also helps these persons benefit from established programs such as classes in English and preparation for citizenship, and it develops and sponsors related services such as child referrals and social and mental health services. The organization has offices in Arlington and Falls Church.

Korean Community Service Center
7610 Newcastle Drive
Annandale, Virginia
(703) 354-6345 or (202) 882-8270

The purpose of the Center is to promote, sponsor, and encourage activities to help Korean-Americans to be in the mainstream and to help Americans of other ethnic backgrounds by providing educational, social, and cultural information. The Center provides family, child, and senior citizen counseling as well as legal and social services.

Mid-Atlantic Equity Center
National Origin Equity Programs
5454 Wisconsin Ave., SW
Suite 1500
Chevy Chase, MD 20815
(301) 657-7741
The Mid-Atlantic Equity Center provides technical assistance and training, on request, to school districts and state education agencies in five states in the Mid-Atlantic region and the District of Columbia, to improve educational opportunities for national origin language minority students. Services include needs assessment; language identification

and assessment; program planning, implementation, and evaluation; staff development; and cross-cultural awareness and communication.

NAFSA: Association of International Educators
1875 Connecticut Avenue, N.W., Suite 1000
Washington, D.C. 20009-5728
(202) 462-4811

NAFSA strives to strengthen the foundation of international post-secondary educational exchange and to design a model that will support exchange as it adapts to a new global architecture. NAFSA provides professional services for postsecondary students who cross borders for all or part of their education. It serves admissions professionals, administrators and teachers of ESL programs, foreign student advisors, community volunteers, and representatives of sponsoring agencies.

National Association of Bilingual Education
(NABE)
1220 L. Street N.W., Suite 605
Washington, D.C. 20005-4018
(202) 898-1829
http://www.nabe.org

Promoting educational excellence and equity through bilingual education, NABE is the only national organization exclusively concerned with the education of language-minority students in American schools.

National Clearinghouse for Bilingual Education (NCBE)
The George Washington University
Center for Language and Education
2011 Eye Street, NW, Suite 200
Washington, D.C. 20006
(202) 467-0867 or (800) 321-NCBE
Fax: (202) 467-4283
http://www.ncbe.gwu.edu

The NCBE is the national information center on language minority student education. Its primary purpose is to answer questions--from teachers, students, project directors, administrators, researchers--anyone who has an interest in bilingual education and/or ESL. NCBE provides literature searches, short articles, references, a national newsletter, and other publications on the education of language minority students at minimal or no cost.

Piedmont ESL Roundtable
c/o Loreli Damron
Greer Elementary School
2055 Lambs Road
Charlottesville, Virginia 22901
(804) 973-8371

The Roundtable is an informal ESL/LEP discussion group for anyone interested in the field of English as a Second Language (Pre-School through Adult). Its purpose is to meet and network with others interested in this field, to share useful ideas and effective techniques, to brainstorm particular problems, to benefit from regional expertise, to sponsor outside consultants for presentations and workshops, and to promote ESL instruction.

TESOL (Teachers of English to Speakers of Other Languages, Inc.)
1600 Cameron Street, Suite 300
Alexandria, Virginia 22314-2751
(703) 836-0774
Fax: (703) 518-2535
e-mail: tesol@tesol.edu
http://www.tesol.edu

TESOL is an international organization with membership open to those committed to strengthening the effective teaching and learning of English around the world while respecting individuals=language rights. TESOL offers a variety of publications, conferences, and has produced national standards for teaching ESL available to the public.

U.S. Department of Education
Office for Civil Rights
Mary E. Switzer Building
330 C Street, SW
Washington, DC 20202
(800) 421-3481
http://www.ed.gov/offices/OCR/

The OCR will provide documents outlining legal responsibilities towards language minority students. This agency will carry out compliance reviews of programs where indicated. Representatives are available to speak to groups responsible for the education of limited English proficient students.

Virginia Association For Bilingual Education
Graduate School of Education
George Mason University
Fairfax, Virginia 22030-4444
(703) 993-3688

VABE recognizes, promotes and publicizes excellence and professional competence in bilingual education. VABE also recognizes that educational strategies and programs such as English as a Second Language, multicultural education, foreign language instruction and parental involvement need to be effectively implemented so as to guarantee a quality education for all students. VABE is available to assist in the improvement of education programs throughout the State of Virginia and the Washington metropolitan area.

Virginia Department of Education
Foreign Language/ESL Specialist
P.O. Box 2120
Richmond, Virginia 23218-2120
(804) 225-2593
and
Virginia Department of Education
Migrant Education, Title I Specialist
Compensatory Education Programs
P.O. Box 2120
Richmond, Virginia 23218-2120
(804) 371-7579

General information concerning programs in Virginia, federal program assistance, lists of teaching materials and resource persons, conferences and other inservice opportunities, curricular publications, some of which are not copyrighted, are available from the Department of Education.

Technology
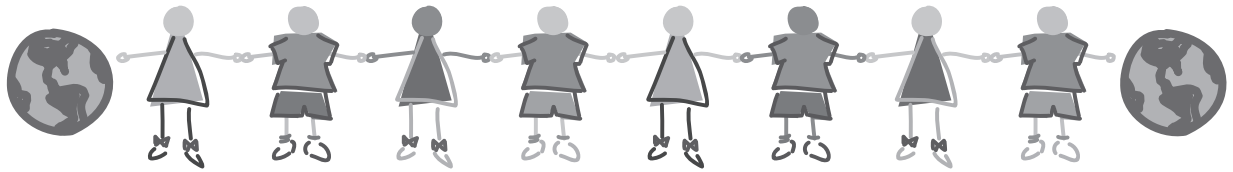
TECHNOLOGY

Technology and Second Language Learning

The use of technology in teaching second languages has been increasing dramatically over the past few years. University language departments and U.S. government agencies=language training divisions are implementing various technologies into the curriculum on a regular basis. Several school districts across the nation are creating special magnet high schools where technology, international studies, and second languages are emphasized. Technology is becoming a bigger part of both in-class and home study as the traditional use of audio and films is supplemented by computer-assisted instruction and interactive media technologies.

One of the first steps in technology-assisted instruction is to decide which technological medium is the most appropriate one for the language skill(s) to be developed during a particular period of time. Some technologies lend themselves better to the acquisition of certain language skills than others.

a. Computers and computer networks

Computer-assisted instructional (CAI) programs are ideal for fostering reading and writing skills in the target language. CAI can be used by groups or individual students within a classroom or media center, or over local or long-distance computer networks. Students waiting for a message to arrive from another classroom or another country are highly motivated to read that message, and in turn, to respond in writing to this real form of communication. With a basic word processing program, students can write short articles and compile and edit a newspaper based on their classroom exchanges.

b. Interactive audio

With the addition of audio capabilities to personal computers via audio boards (or CD-ROM) with microphones for input and headphones for output, the audio-assisted computer is a virtual mini-media unit. With the hookup of a special tape recorder to the computer, interactive audio provides multiple possibilities to teach and test active listening skills. In computer-assisted audio, the printed screen comes alive with sound for the acquisition of listening and speaking skills as well as reading and writing skills.

c. Video

In the case of video, the visual component, which is especially useful for cultural and paralinguistic information, is added to the oral/aural components of other technologies. Regular linear video is most useful in developing listening skills and creating cultural awareness. Video with target language subtitles can also serve in developing reading skills. Video enables students to observe the dress, food, climate, and gestures of the target culture.

d. Interactive video

When the power of a computer is added to video that is pressed onto a disc for instant access of sound, vision, and text, the resulting interactive videodisc system can provide practice in all of the language skills. Students= skills in listening and reading as well as in writing and speaking can be greatly enhanced when these latter options are available on an interactive videodisc program. (Not all videodisc programs provide student audio input.) Cultural aspects of the video segments can be highlighted using the videodisc program.

Types of Technology-Assisted Activities

Once the specific technology and skill(s) to be developed have been matched as outlined above, the specific courseware and type of activity that are most appropriate must be selected or prepared. Traditional exercises provide various activities for the development of these skills, but technology-assisted activities can also be introduced into standard teaching techniques to enhance language learning.

a. Speaking

Dialogues can be effectively used in developing speaking skills. Use of an interactive audio program allows students to create dialogues and to practice them with other students. Other task-based speaking activities can also be used effectively with interactive audio programs.

b. Listening

Videotapes or interactive videodisc programs can provide excellent listening comprehension activities, given a good listening guide prepared for the students. Depending on the language level, students listen for just the main idea or gist of a segment, or they listen for specific facts in the video program.

c. Reading

Reading skills can be substantially developed using computer-assisted instructional programs. Word-level reading skills (word recognition) are enhanced by activities such as cloze activities (every nth word of a text deleted), anagrams, jumbled words, and so on, which are found in many CAI software programs. To practice reading at the sentence level, computer programs provide practice in ordering words within a sentence, text reconstruction, or ordering sentences within a paragraph. Other CAI programs provide extensive (article or story length) reading comprehension passages with accompanying word helps and comprehension questions at the end of the selection.

d. Writing

Technology-assisted activities such as fill-in-the blank, multiple-choice, and true/false questions help students to write at the word level. Other types of software, such as databases and spreadsheets, provide students with practice in retrieving information and problem-solving skills. Word processors (in the target language) are ideal for compositions or free writing practice at the discourse level. Some word processors are bilingual and provide on-line assistance with dictionaries, spell checkers, and grammar helps. When technology is used interactively among students, cooperative writing activities are strong motivators to help students develop writing skills.

e. Culture

Because of the visual component (with non-verbal behavior), video-based activities are well suited for observing cultural differences and similarities in a live context. Both video tape, including satellite broadcasts, and interactive videodisc programs provide ways of developing cultural sensitivity.

f. Testing

Computer-assisted testing now provides a more comprehensive, fast, and accurate way of testing student language skills (other than speaking skills). Students can also self-test using CAI programs. Teachers can use testing in an instructional way given the right kinds of activities and programs.

With technology-assisted instruction, there are changes in both educator and student roles. Students are given more responsibility for their own learning, while the educator serves as a guide and resource expert who circulates among students, working individually or in small groups with a technology-assisted lesson. Educators observe more of the learning process in action and serve as a guide in that process.

The new technologies offer many possibilities to the second language learner. The effectiveness of these technologies depends on appropriate use by informed educators. Neither textbooks nor technology can replace the live, unprogrammed feedback and interaction of the language teacher.

(ERIC Digest. Dec., 1992. Prepared by Karen Willetts, Montgomery County Public Schools.)

From "Wandering the Web"

(by Christine Meloni in <u>TESOL Matters</u>, Feb/Mar, 1998)

DAVE=S ESL CAFE
(http://www.eslcafe.com)

<u>Dave=s ESL Cafe</u> is one of the most popular ESL sites (possibly the most popular ESL site) on the World Wide Web. Its creator, Dave Sperling, is an outstanding example of an ESL professional who is using the Web in imaginative ways to enhance English language instruction for teachers and students.

The on-line learning/teaching section includes the *Help Center*, where students can consult an international team of ESL/EFL teachers; the *Quiz Center*, offering many on-line quizzes that are immediately checked; the *Quote Page*, which contains quotations, proverbs, and humor; and the *Idiom Page*, the *Phrasal Verb Page*, and the *Slang Page*, which offer definitions and sample sentences for idioms, phrasal verbs, and slang expressions, respectively.

The global communication section includes the *E-Mail Connection Pages*, where students and teachers can meet; the *Message Exchange*, for both students and teachers; the *Discussion Center*, which contains a series of forums on such topics as current events, food, and movies; the *ESL Address Book*, which includes the addresses of students, teachers, schools, and publishers; and *Chat Central*, where students and teachers can engage in Alive,@ Web-based chats.

The resources and information section consists of the *Idea Page*, the *Search Page*, where one can search the Cafe and use most major search engines; and the *Job Center*, which includes the *Job Links Page*, the *Job Discussion Forum*, the *Job Wanted Forum*, the *Job Offered Forum*, and *ESL Job Chat*.

You can go to all of the pages from the Cafe=s main page, or you can go directly to the individual pages using the URLs listed below.

The Graffiti Wall:
http://www.pacificnet.net/~sperling/wall.html

The ESL Question Page:
http://www.pacificnet.net/~sperling/q.html

The Help Center:
http://www.pacificnet.net/sperling/www
board2wwwboard.html

The Quiz Center:
http://www.pacificnet.net/~sperling/quiz

The Quote Page:
http://www.pacificnet.net/~sperling/cookie.pl.cgi

The Idiom Page:
http://www.eslcafe.com/idioms

The Phrasal Verb Page:
http://www/eslcafe.com/pv

The Slang Page:
http://www.eslcafe.com/slang

The E-Mail Connections Page:
Students http://www.pacificnet.net/~sperling/student.html
Teachers http://www.pacificnet.net/~sperling/guestbook.html

The Message Exchange:
http://www.pacificnet.net/~sperling/www
board/wwwboard.html

The Discussion Center:
http://www.eslcafe.com/discussion/

The ESL Address Book:
http://www.eslcafe.com/address

Chat Central:
http://www.eslcafe.com/chat/chatpro.cgi

The Idea Page:
http://www.pacificnet.net/~sperling/ideas.html

The Search Page:
http://www.pacificnet.net/~sperling/search.html

The Job Center:
http://www.pacificnet.net/~sperling/job
center.html

Useful Web Sites

The following web sites may contain information useful to ESL educators. Beware, however, that Internet sites do not necessarily remain constant.

TESOL Online!
http://www.tesol.edu/index.html
The official web site of TESOL (Teachers of English to Speakers of Other Languages), the flagship professional organization for ESL teachers.

THE INTERNET TESL JOURNAL
http://www.aitech.ac.jp/~iteslj/
Articles, research papers, lessons plans, classroom handouts, teaching ideas & links for teachers of English as a second language. This is a monthly web journal, so make a bookmark.

INTERCULTURAL KEYPALS
http://www.stolaf.edu/network/iecc/
E-mail friends from around the country and around the world.

LINGUISTIC FUNLAND
http://www.linguistic-funland.com/tesl.html
The main page and a great resource for students and teachers of ESL.

http//linguistic-funland.com/tesllist.html
Sign up for all the lists and discussion groups on the Internet that deal with ESL, bilingual education and second language acquisition.

PLANET ENGLISH
http://www.planetEnglish.com
TESOL⅁s main page for ESL information, lessons, and links.

NATIONAL CLEARINGHOUSE ON BILINGUAL EDUCATION
http://www.ncbe.gwu.edu
This site links to several topics: current research reports, current demographic trends, professional organizations and journals, links, and lesson plans.

THE LINGUIST
http://www.linguist.org
A wonderful site when you have questions about particular problems or current research.

LESSON LINKS
http://www.sils.umich.edu/~jarmour/etc/etchome.html
ESL teacher connection and lesson plans.

CENTER FOR APPLIED LINGUISTICS
http://www.cal.org
Resources for teachers and links to huge amounts of information.

TESL-L

(The Electronic Discussion Forum for Teachers of English to Speakers of Other Languages)

TESL-L is a 24-hour electronic communications resource for anyone interested in the education of non-native English speakers. TESL-L is available free to those with access to the INTERNET telecommunications system, which links TESL-L members in 73 countries.

To subscribe to TESL-L, send an e-mail message to:
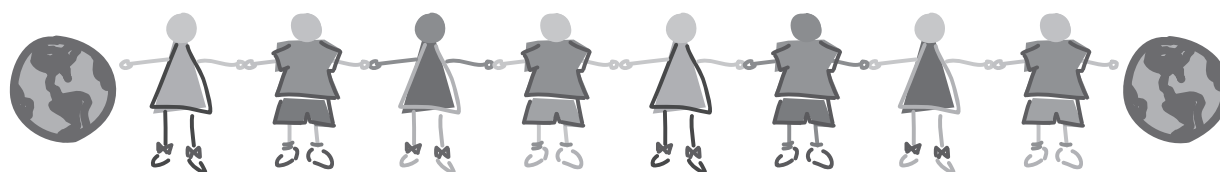
LISTSERV@CUNYVM.BITNET   or

LISTSERV@CUNYVM.CUNY.EDU

The text of the message will simply be:

SUB TESL-L (your first name) (your last name)

Appendix A
A Glossary of Second
Language Education Terms

A Glossary of Second Language Education Terms

additive bilingualism - an enrichment philosophy/program in which students acquire the socially and economically valuable skill of proficiency in a second language without undermining their first (native) language competence or identification with their culture group.

affective filter - negative influences - including anxiety, lack of self-confidence, inadequate motivation - which can hinder the language acquisition process by keeping understandable messages from being understood.

basic interpersonal communications skills (BICS) - the informal language used for conversation, sometimes dubbed playground language . BICS is heavily dependent on context - conversational responses, gestures, physical interactions, visual cues.

cognitive academic language proficiency (CALP) - language grasp believed to be necessary for students to succeed in context reduced and cognitively demanding academic areas such as reading, writing, science, math, social studies, etc.

communication based ESL - methods founded on the theory that language proficiency is acquired through exposure to comprehensible messages - that humans are wired for language and naturally internalize language structures that make sense; emphasize the negotiation of meaning.

compensatory model - a model with the underlying premise that limited English proficiency is a deficit that needs to be fixed or compensated for. Compensatory programs attempt to replace first language skills with the second language.

comprehensible input - understandable messages that are critical for language acquisition.

concurrent translation - a practice whereby a teacher shifts between two languages to communicate ideas.

dominant language - a person s stronger language , which may be influenced by the social environment and is relative to the criteria used to compare proficiency information.

English as a second language (ESL) - the teaching of English to speakers of other languages through a wide variety of methods.

enrichment model - a model with the underlying premise that knowing two languages is enriching, a bonus, and beneficial to the learner. Enrichment programs build upon the students existing language skills.

grammar-based ESL - methods which emphasize memorization of vocabulary and drills in grammatical structures.

immersion - programs in which students are taught a second language through content area instruction in that language. These programs generally emphasize contextual clues and adjust grammar and vocabulary to students proficiency level.

limited English proficient (LEP) - a characteristic of persons whose first language is not English and whose English language skills are not equal to those of their peer group.

L1 - a person s first language, also called the native language or home language.

L2 - a person s second language, not the language learned from birth. L2 is sometimes used to refer to a person s third or fourth language, indicating simply that it is not the person s native language.

maintenance (development) bilingual education - programs designed to preserve and develop students first language while they acquire a second language.

natural approach - a communication-based ESL methodology of teaching English through extensive use of physical and visual clues, minimal correction of grammatical errors, and an emphasis on communicating messages relevant to students needs and interests.

sheltered English - content area lessons tailored to limited English proficient students level of English proficiency.

structured immersion - programs using English only, in a simplified form, as the medium of instruction for certain subjects or for certain periods of the day.

submersion - a sink or swim situation in which limited English proficient students receive no special language assistance. According to the 1974 Supreme Court Lau V. Nichols case, submersion violates federal civil rights law.

subtractive bilingualism - a philosophy/program which attempts to replace students first (native) language with another language (i.e., English).

teaching reading as conversation (TRAC) - employs a language acquisition/reading acquisition model for presenting and learning reading in a communicative context.

total physical response - a communication-based ESL method that stresses simplified speech and visual and physical clues. It is a kinesthetic sensory system that uses high student involvement and interest in a low-anxiety environment.

two-way bilingual education - an integrated model in which speakers of two different languages are taught together to learn each other s language and to develop academic language proficiency in both languages.

Appendix B
Virginia ESL Supervisor's Association Directory
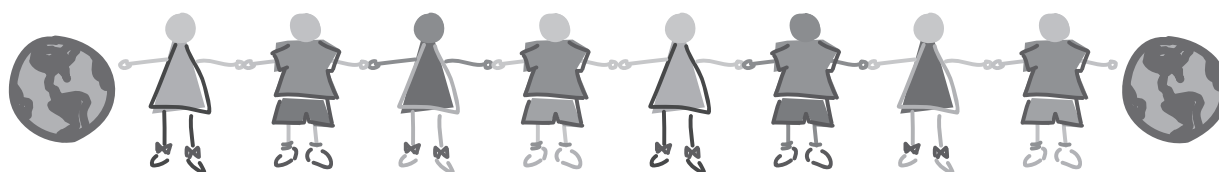
Virginia ESL Supervisors Association
(1998-1999)

Judy Barylske, Supervisor FL/ESL
Montgomery County Schools
200 Junkin Street
Christiansburg, VA 24073
(540) 951-5752

Jane Baskerville, Instr. Spec. FL/ESL
Chesterfield County Public Schools
2318 McRae Road
Richmond, VA 23235
(804) 560-2758

Carol Bass, Supervisor FL/ESOL
Prince William County Schools
P.O. Box 389
Manassas VA 22110
(703) 791-8706

Linda Bland, Supervisor, Language Arts
Harrisonburg County Public Schools
317 South Main
Harrisonburg, VA 22801
(540) 434-9916

Beth Boyd, ESL Teacher
Culpeper County Public Schools
14240 Achievement Drive
Culpeper VA 22701
(540) 825-8310

Keith Buchanan, ESL Specialist
Fairfax County Public Schools
3705 Crest Drive
Annandale VA 22003
(703) 846-8628

Marcelline Catlett, Dir. Of Instruc.
Fredericksburg City Public Schools
817 Princess Anne St.
Fredericksburg, VA 22401
(540) 372-1130

Renee Collier, ESL Coordinator
Virginia Beach City Schools
P.O. Box 6038
Virginia Beach, VA 23456
(757) 426-5631

Cynthia Compton, ESL Specialist
Hanover County Public Schools
200 Berkley Street
Ashland VA 23005
(804) 365-4500

Jane Cox, FL/ESL Educ. Specialist
Henrico County Public Schools
P.O. Box 23120
Richmond VA 23223
(804) 652-3742

Nancy Cundiff, FL/ESL Supervisor
Roanoke County Public Schools
5937 Cove Road
Roanoke, VA 24019
(540) 562-3727

Loreli Damron, ESL Supervisor
Albemarle County Public Schools
2055 Lambs Road
Charlottesville VA 22901
(804) 973-0629

Thomas Felton, Supervisor Art, FL, ESL
Chesapeake City Public Schools
P.O. Box 15204
Chesapeake, VA 23320
(757) 547-0153

Allison Foster, Supervisor FL/ESOL
Newport News City Public Schools
12465 Warwick Blvd.
Newport News VA 23606
(757) 591-4680

Jane Green, ESL Coordinator
Richmond City Public Schools
Prince Edward Road
Richmond, VA 23225
(804) 233-4436

Cope Hiemenz, ESL Teacher
Charlottesville High School
4400 Melbourne Road
Charlottesville VA 22901
(804) 296-5131

Nikki Isherwood, Instructional Supvr.
Winchester City Public Schools
12 North Washington
Winchester, VA 22601
(540) 667-4253

Helen Jones, ESL Coordinator
Spotsylvania County Schools
6717 Smith Station Road
Spotsylvania VA 22553
(540) 898-6032

Carol Lisi, Director, ESL Program
Alexandria City Public Schools
25 South Quaker Lane, Room 19
Alexandria VA 22314
(703) 461-6550

Betty Mar Little, English/ESL/FL Supervisor
Loudoun County Public Schools
102 North Street, NW
Leesburg VA 20176
(703) 771-6435

Roy Martin, ESL Coordinating Teacher
Roanoke City Public Schools
Patrick Henry High School
2102 Grandin Road, SW
Roanoke VA 24015
(540) 981-2604

Nancy Mast, Supervisor of Remedial Educ.
Rockingham County Public Schools
404 County Office Building
4 South Main Street
Harrisonburg VA 22801
(540) 564-3207

Teresa Mayhugh, ESL Contact
Manassas City Public Schools
9000 Tutor Lane
Manassas, VA 20110
(703) 257-8700

Katy Myers, FL/ESL Specialist
Fauquier County Public Schools
705 Waterloo Street
Warrenton VA 22186
(703)349-8031

Teddi Predaris, ESL Specialist
Fairfax County Public Schools
3705 Crest Road
Annandale VA 22003
(703) 846-8629

Grace Rissetto, ESL Coordinator
Falls Church City Public Schools
7124 Leesburg Pike
Falls Church VA 22043
(703) 533-8854

Sharon Root, Migrant Coordinator
401 McIntire Road
Charlottesville VA 22902
(804) 296-5888

Margaret Rose, FL/ESL Coordinating Tchr.
Stafford County Public Schools
Instructional Annex
1729 Jefferson Davis Highway
Stafford VA 22554
(540) 720-5659

William Still, FL/ESL Curriculum Leader
Hampton City Public Schools
144 Research Drive
Hampton VA 23666
(757) 896-8170

Dell Stinnette, Instructional Specialist
York County Public Schools
302 Dare Road
Yorktown VA 23692
(804) 898-0464

Mark Tavernier, English/ESL Coordinator
Norfolk City Public Schools
800 East City Hall Avenue
Norfolk VA 23510
(757) 441-2617

Lynn Thorpe, ESL Coordinator
Montgomery County
Blacksburg Middle School
501 South Main Street
Blacksburg VA 24060
(540) 951-5726

Emma Violand-Sanchez, ESOL-HILT Super.
Arlington County Public Schools
1426 North Quincy Street
Arlington VA 22207
(703) 228-6095

Linda Wallinger, For. Lang./ESL Specialist
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218-2120
(804) 225-2593

Appendix C
Virginia Enrollment Statistics for
ESL Students, Fall 1998
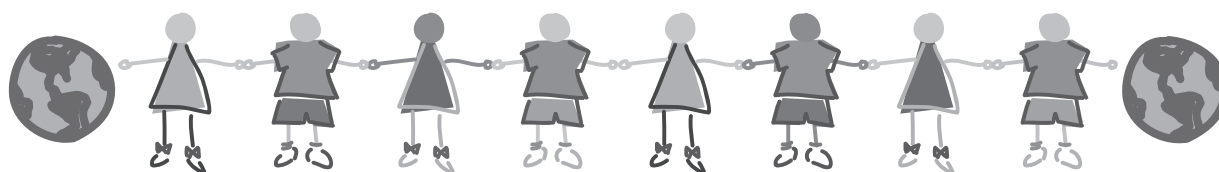
Fall, 1998 LEP Population by School Division

Division	Count	Division	Count	Division	Count
Accomack County	195	Lancaster County	1	Covington City	9
Albemarle County	370	Lee County	29	Danville City	17
Alleghany-Highlands	0	Loudoun County	250	Falls Church City	116
Amelia County	0	Louisa County	0	Franklin City	3
Amherst County	0	Lunenburg County	10	Fredericksburg City	43
Appomattox County	0	Madison County	0	Galax City	106
Arlington County	4,078	Mathews County	1	Hampton City	144
Augusta County	78	Mecklenburg County	13	Harrisonburg City	450
Bath County	0	Middlesex County	6	Hopewell City	16
Bedford County	30	Montgomery County	86	Lexington City	11
Bland County	0	Nelson County	38	Lynchburg City	38
Botetourt County	7	New Kent County	3	Manassas City	301
Brunswick County	0	Northampton County	35	Manassas Park	80
Buchanan County	0	Northumberland County	7	Martinsville City	11
Buckingham County	0	Nottoway County	9	Newport News City	292
Campbell County	17	Orange County	23	Norfolk City	64
Caroline County	4	Page County	8	Norton City	0
Carroll County	51	Patrick County	56	Petersburg City	21
Charles City County	0	Pittsylvania County	61	Poquoson City	1
Charlotte County	0	Powhatan County	1	Portsmouth City	40
Chesterfield County	396	Prince Edward County	18	Radford City	18
Clarke County	4	Prince George County	8	Richmond City	239
Craig County	0	Prince William County	1,561	Roanoke City	194
Culpeper County	50	Pulaski County	10	Salem City	17
Cumberland County	19	Rappahannock County	0	Staunton City	13
Dickenson County	0	Richmond County	7	Suffolk City	23
Dinwiddie County	4	Roanoke County	48	Virginia Beach City	731
Essex County	6	Rockbridge County	6	Waynesboro City	46
Fairfax County	12,213	Rockingham County	351	Winchester City	93
Fauquier County	72	Russell County	2	Town of Colonial Beach	24
Floyd County	3	Scott County	0	Town of West Point	0
Fluvanna County	0	Shenandoah County	83		
Franklin County	15	Smyth County	3		
Frederick County	66	Southampton County	0	**TOTALS**	**26,779**
Giles County	0	Spotsylvania County	158		
Gloucester County	14	Stafford County	155		
Goochland County	0	Surry County	0		
Grayson County	9	Sussex County	0		
Greene County	11	Tazewell County	2		
Greensville County	5	Warren County	6		
Halifax County	1	Washington County	0		
Hanover County	45	Westmoreland County	40		
Henrico County	874	Wise County	9		
Henry County	116	Wythe County	6		
Highland County	0	York County	62		
Isle of Wight County	13	Alexandria City	1,395		
James City County/WMSBG	22	Bristol City	6		
King and Queen County		Buena Vista City	0		
King George County	0	Charlottesville City	50		
King William County	5	Chesapeake City	165		
	0	Colonial Heights City	37		

Virginia Public School Limited-English Proficient (LEP) Enrollment

		(Fall, 1998)	(Fall, 1997)	(Fall, 1996)	(Fall, 1995)	(Fall, 1994)	(Fall, 1993)	(Fall, 1992)
$ Total LEP enrollment		26,779	24,876	23,526	22,943	20,096	18,598	17,766
$ Number of LEA's reporting LEP enrollment		102	101	105	103	96	96	98
$ Number of language backgrounds represented		110+	110+	110+	110+	115+	100+	95+
$ Geographic concentrations:								
	Northern Virginia	75.5%	77.6%	77.5%	75.9%	73.8%	75.9%	73.8%
	Tidewater	5.8%	5.2%	5.7%	6.7%	9.2%	9.0%	9.8%
	Richmond Metro Area	6.1%	5.9%	5.5%	5.6%	6.1%	6.0%	6.2%
Other	12.6%	11.3%	11.3%	11.8%	10.9%	9.1%	10.2%	
$ Language Populations:								
	Spanish	53.0%	52.6%	52.5%	51.7%	51%	48.9%	47.6%
	Vietnamese	6.0%	6.6%	7.9%	10.2%	11%	12.1%	11.8%
	Korean	5.0%	5.4%	5.2%	5.6%	6%	6.8%	7.7%
	Urdu	3.9%	3.8%	3.5%	3.3%	3%	3.4%	3.3%
	Chinese	3.6%	3.7%	3.9%	3.5%	3%	3.5%	3.7%
	Arabic	3.3%	3.0%	3.0%	2.3%	-.-	-.-	-.-
	Persian/Farsi	1.8%	1.8%	1.8%	2.0%	2%	2.3%	2.6%
	Tagalog	1.7%	1.6%	2.3%	2.7%	3%	3.2%	3.2%
	Other	21.7%	21.5%	19.9%	18.7%	21%	19.8%	20.1%

Virginia Department of Education

September, 1998

Appendix D
Examples of a Home
Language Survey

Student Home Language Survey

Student=s Name _____   Date _____

Grade _____   Teacher _____   School _____

Relationship of Person Completing Survey:

' Mother   ' Father   ' Guardian   ' Other (specify): _____

Check the best answer to each question:

1. Was the first language you learned English?   ' Yes   ' No

2. Can you speak languages other than English?   ' Yes   ' No

    Which other languages? _____

3. Which language do you use most often when you
    speak to your friends?   ' English   ' Other: _____

4. Which language do you use most often when you
    speak to your parents?   ' English   ' Other: _____

5. Does anyone in your home speak a language other
    than English?   ' Yes   ' No

    Which other language? _____

C   If the answer to Number 2 is **A**yes,**@** and **A**Other**@** languages are given as answers to numbers 3, 4, or 5, the student=s
    English abilities should be tested even if the student=s oral ability is good. In this case, a copy of this form should be
    given to the ESL teacher or coordinator in the school or school district.

C   One copy of this form should be kept in the student=s permanent record.

From *The Identification and Assessment of Language Minority Students: A Handbook for Educators*, 1985,
Hamayan et al., Illinois Resource Center, Arlington Heights, IL.

Student Home Language Survey
(Spanish Version)

Nombre del/de la estudiante _____ Fecha _____

Grado _____   Maestro(a) _____ Escuela _____

Indica la mejor respuesta para cada pregunta.

1.)Fue español el primer idioma que aprendiste? ' Sí ' No

2.)Puedes hablar otros idiomas que español? ' Sí ' No

)Cuáles otros idiomas? _____

3.)Cuál idioma usas con más frecuencia cuando hablas
   con tus amigos? ' Inglés ' Español

4.)Cuál idioma usas con más frecuencia cuando hablas
   con tus padres? ' Inglés ' Español

5.)Hay alguien en tu casa que hable otro idioma que
   español? ' Sí ' No

)Cuál otro idioma? _____

C If the answer to Number 2 is Ayes,@ and AOther@ languages are given as answers to numbers 3, 4, or 5, the student=s English abilities should be tested even if the student=s oral ability is good. In this case, a copy of this form should be given to the ESL teacher or coordinator in the school or school district.

C One copy of this form should be kept in the student=s permanent record.

From *The Identification and Assessment of Language Minority Students: A Handbook for Educators*, 1985, Hamayan et al., Illinois Resource Center, Arlington Heights, IL.

Appendix E
Commercially Prepared Assessment
Instruments for ESL
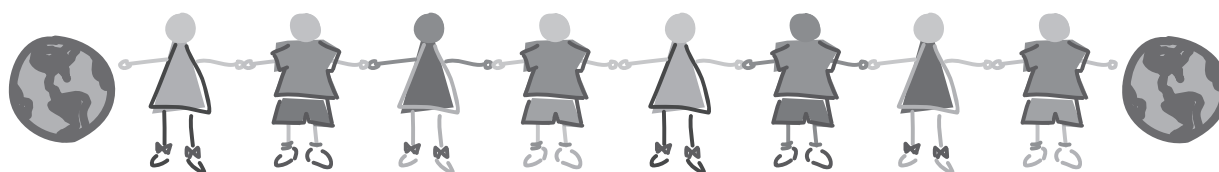
FORMAL ASSESSMENT INSTRUMENTS FOR ESL

Developed by: Nancy Cloud, Urban and Minority Education, Teachers College, 1988.
Adapted by Bilingual Special Education Program, Department of Special Education, The University of Texas at Austin.

GENERAL

Test	Language	Areas Assessed	Target Population	Source/Address
Basic Elementary Skills Test	Arabic, Cambodian, Chinese, Farsi, Spanish, Vietnamese	Arithmetic computation, spelling, reading, & writing	Grades K-9	Los Amigos Research Associates 7035 Galewood San Diego, CA 92120
Comprehensive Tests of Basic Skills (CTBS-U/V) and Spanish Assessment of Basic Education (SABE)	Spanish/English	Word attack, vocabulary, reading comprehension, spelling, math computation, concepts & applications	Grades Parallel version for K – 8 (Linked statistically to CTBS U/V and CAT E/F)	CTB/McGraw Hill 2500 Garden Road Monterey, CA 93940
Inter-American Test of General Abilities	Spanish/English	Ability to do academic work in general	Grades Preschool 1 – 12 5 levels	Guidance Testing Associates P. O. Box 28096 San Antonio, TX 78228
The 3-R's Test/La Prueba Riverside de Realizacion en Espa**Z**ol	Spanish/English	Basic Skill of reading, language, mathematics, social studies and science	Grades 9 levels K – 8	The Riverside Publishing Co. 8420 Bryn Mawr Avenue Chicago, IL 60631

Test	Language	Areas Assessed	Target Population	Source/Address

Brigance Diagnostic Assessment of Basic Skills-Spanish Edition
Problem: Item bias
            Criterion reference
            May not equate
            Level in district
	Spanish/English	Basic Skills:
		*reading readiness, reading skills, listening comprehension, writing, numbers and computation, measurement
		*serves as a grade level and dominant language screening tool
			Grades
			Pre K – 8
				Curriculum Associates, Inc.
				6 Esquire Road
				North Billerica, MA 01862

Bateria Woodcock Psico-Educativa en Espa**Z**ol
Problem: Age range
            Nonsense syllables
            Some cluster scores
              inflated
            Norming samples
	Spanish/English	17 subtests in Cognitive Functions, Educational Ability and Scholastic Achievement	Grades
			Ages 3 – Adult
				Teaching Resources
				50 Pond Park Road
				Hingham, MA 02043

Austin Spanish Articulation Test	Spanish	Articulation of Spanish consonants, vowels, diphthongs and clusters	Age 3 years and up	DLM Teaching Resources One DLM Park Allen, TX 75002
Basic Inventory of Natural Language	Spanish/English	Natural oral monologic language production, language dominance, fluency, syntax, vocabulary and complexity of structure	Grades K – 12	Checkpoint Systems 1520 N. Waterman San Bernadino, CA 92404
Ber-Sil Spanish Test	Spanish (Translated versions available for speakers from China, Iran, Korea and the Philippines)	Vocabulary, grammar, punctuation, spelling and basic math	Age 4-12 years 13 –17 years (experimental version)	The Ber-Sil Company 3412 Seaglen Drive Rancho Palos Verdes, CA 90274
Bilingual Language Proficiency Questionnaire	Spanish/English	Developmental milestones and patterns of bilingual development including usage variables	Age Birth and up	Academic Communication Associates Publishing Division 2C P.O. Box 566249 Oceanside, CA 92056

Test	Language	Areas Assessed	Target Population	Source/Address
Bahia Oral Language Test	Spanish/English	Language proficiency, expressive syntax	Grades 5 – 12	Bahia Media Productions P. O. Box 9337 N. Berkeley, CA 94709
Bilingual Syntax Measure	Spanish/English	Syntax, language dominance, level of second language acquisition, degree of maintenance/loss of first language	Grades K – 12 (Level I) 3 – 12 (Level II)	The Psychological Corporation P.O. Box 839954 San Antonio, TX 78283-3954
Bilingual Syntax Measure (Chinese, Tagalog)	Chinese/Tagalog	Same as Spanish/English Bilingual Syntax Measure	Grades K – 12	Asian- American Bilingual Center Berkeley Unified School District 2134 Martin Luther King Jr. Way Berkeley, CA 94709
Bilingual Two Language Battery of Tests	Spanish, Portuguese, French, Vietnamese	Articulation, comprehension, writing, oral proficiency		Brandon Press 17 Station Street Box 843 Brookline Village, MA 02147
Cantonese Test I	Cantonese	Oral skills		Oakland Bilingual Education Program Oakland Unified School District 1025 Second Avenue Oakland, CA 94606
Chinese Oral Proficiency Test	Chinese	Language proficiency, oral comprehension, word association	Grades K – 6	The National Hispanic University 255 East 14th Street Oakland, CA 94606
Chinese Test, Chinese Bilingual Test, Chinese Literature and Cultural Test	Chinese	Language proficiency, language dominance, cultural knowledge		AB893 Chinese Bilingual Project San Francisco Unified School District 135 Van Ness Avenue Room 1 Intake Center San Francisco, CA 94102

Test	Language	Areas Assessed	Target Population	Source/Address
Compton Speech and Language Screening Evaluation (Spanish)	Spanish	Articulation, expressive & receptive vocabulary, memory, receptive & expressive syntax and morphology	Age 3 – 6 years	Institute of Language 450 Mission @ 1st Street Suite 504 San Francisco, CA 94105
Crane Oral Dominance Test	Spanish/English	Language dominance	Age 4 – 8 years	Crane Publishing Co. 1301 Hamilton Avenue P.O. Box 3713 Trenton, NJ 08629
Del Rio Language Screening Test	**Spanish/English**	Language dominance: receptive vocabulary, sentence repetition, memory for oral commands, story comphrension	Age 3 – 6 years	National Educational Laboratory Publishers P.O. Box 1003 Austin, TX 78767
Dos Amigos Verbal Language Scales	Spanish/English	Language dominance	Grades K – 6	Academic Therapy Publishers 20 Commercial Boulevard Novato, CA 94949
James Language Dominance Test	Spanish/English	Home language use, vocabulary	Grades K – 1	DLM Teaching Resources One DLM Park Allen, TX 75002
Language Assessment Battery	Spanish/English	Relative "effectiveness" in English and Spanish	Grades Level I K – 2 Level II 3 – 6 Level III 7 – 12	New York Board of Education OREA Scan Center 49 Flatbush Avenue Extension Brooklyn, NY 11201
Language Assessment Scales	Spanish/English	Auditory discrimination, vocabulary, phoneme production, sentence comprehension, oral production in English and Spanish	Grades Pre LAS Pre K- K Level I K – 5 Level II – 6 – 12	CTB/McGraw – Hill Book Company 2500 Garden Road Monterey, CA 93940

Test	Language	Areas Assessed	Target Population	Source/Address
MAT-SEA-CAL Oral Proficiency Tests	Chinese, Tagalog, Mandarin, Chinese	Need for remedial instruction	Grades K – 5	Center for Applied Linguistics 4646 40th Street NW Washington, DC 20016-1859
Oral Language Proficiency Measure	Spanish/English	Language proficiency	Grades 4 – 6	El Paso Schools P.O. Box 20100 El Paso, TX 79998
Pictorial Test of Bilingualism and Language Dominance	Spanish/English	Oral vocabulary, oral language production	Grades K – 2	Stoelting Company 620 Wheat Lane Wood Dale, IL 60191
Primary Acquisition of Languages (PAL) Oral Language Dominance Measure	Spanish/English	Language proficiency, language dominance	Age 4 – 9 years	El Paso Schools P.O. Box 20100 El Paso, TX 79998
Peabody Picture Vocabulary Test Problem: Item difficulty Unequal across Languages	Spanish	Receptive vocabulary	Age 3 – 18 years	American Guidance Service 753 Publisher's Building P.O. Box 99 Circle Pines, MN 55014-1796
Preschool Language Assessment Instrument	Spanish	Comprehension, expression	Age 3 – 6 years	The Speech Bin 231 Clarksville Road P.O. Box 218 Princeton Junction, NJ 08550-0218
Preschool Language Scale	Spanish	Receptive and expressive language	Age Birth to 6 years	The Psychological Corp. P.O. Box 839954 San Antonio, TX 78283-3954
Prueba del Desarrollo Incial del Lenguaje	Spanish	Expressive and receptive language screening	Age 3 – 7 years	PRO – ED 8700 Shoal Creek Blvd. Austin, TX 78758

Test	Language	Areas Assessed	Target Population	Source/Address
Prueba de expresion oral y perceptcion de la lengua Espa**Z**ola	Spanish for Mexican and Mexican-American populations in Southern California	Auditory sequential memory, auditory association, encoding skills, story comprehension, sentence repetition	Age 6 – 9 years	Division of Support Services Office of L. A. County Superintendent of Schools 9300 E. Imperial Hwy. Downey, CA 90242-2890
Short Tests of Linguistic Skills	English, Arabic, Chinese, Greek, Italian, Japanese, Korean, Philipino, Polish, Spanish, Vietnamese	Listening, speaking, reading, writing	Age 7 – 15 years	Chicago Board of Education 1819 W. Pershing Road Chicago, IL 60609
SABER	Spanish	Encoding, decoding, vocabulary, comprehension	Grades K – 3	SRA, Inc. 155 N. Wacker Drive Chicago, IL 60606
Spanish/English Language Performance Test Requires bilingual Administration	Spanish/English	Language dominance	Age 4 – 5 years	Southwest Educational Development Laboratory 211 E. 7th Street Austin, TX 78701
Spanish/English Reading and Vocabulary Screening Useful in combination with CTBS/Espanol. Development of local norms encouraged	Spanish/English	Language proficiency	Grades 1 – 8	Southwest Educational Development Laboratory 211 E. 7th Street Austin, TX 78701
Spotting Language Problems	English, Spanish, Zuni, French, German, Vietnamese	Communication skills	Age 5 years and up	Los Amigos Research Associates 7035 Galewood San Diego, CA 92120

Test	Language	Areas Assessed	Target Population	Source/Address
SWCEL Test of Oral Language Development	Chinese	Need for remedial instruction		Southwestern Cooperative Educational Laboratory Attn: Dr. John A. Salazar 229 Truman, NE Albuquerque, NM 87108
Test of Grammatically Correct Spanish/English	Spanish/English	Speaking and writing skills	Grades K – 4	Las Cruces Public Schools 301 W. Amador Avenue Las Cruces, NM 88001
Woodcock Language Proficiency Battery	Spanish	Language dominance	Age 3 years to adult	DLM Teaching Resources One DLM Park Allen, TX 75002

Test	Language	Areas Assessed	Target Population	Source/Address
Inter-American Test of Reading	Spanish/English	Reading	Grades 1 – 12 5 levels	Guidance Testing Associates P.O. Box 28906 San Antonio, TX 78228
Testing the Reading Ability of Cambodians	Khmer	Informal reading inventory	Grades Elementary Secondary	Center for Applied Linguistics 4646 40th Street, NW Washington, D.C. 20016-1859 (Also ERIC Document Reproduction Service No. ED 116490)
Short Test of Linguistic Skills (STLS) 1975	Arabic, Chinese, English, Italian, Japanese, Korean, Philipino, Polish, Spanish, Vietnamese	Listening, speaking, reading & writing (emphasizes reading)	Grades 3 – 8	Chicago Board of Education Dept. of Research & Evaluation 2021 N. Burling Chicago, IL 60614
CLOZE Tests 1980 – 82	English, French, Greek, Italian, Khmer, Laotian, Portuguese, Spanish, Vietnamese	Instructional reading ability (cloze procedure)	Grades 2 - 8	Boston Public Schools Lau Unit 26 Court Street, 8th Floor Boston, MA 02108
Seattle Reading Test	Chinese, Ilokano, Korean, Philipino, Samoan	Reading (recognition of syllables and words, decoding, comprehension, word/phrase analysis)	Grades 1 – 12 5 levels	Seattle Public Schools Bilingual Programs 815 Fourth Avenue, North Seattle, WA 989109

Test	Language	Areas Assessed	Target Population	Source/Address
Moreno Spanish Reading Comprehension Test	Spanish/English	Reading	Grades 1 – 6	Moreno Educational Company P.O. Box 19329 San Diego, CA 92119

Test	Language	Areas Assessed	Target Population	Source/Address
Boeihm Test of Basic Concepts	Spanish/English	Concepts: space, time, quantity	Grades K – 2	The Psychological Corp. 555 Academic Court San Antonio, TX 78204
El Circo/Circus	Spanish/English	Quantitative concepts, receptive functional language	Grades Pre K – 1 (Spanish)	Educational Testing Service Rosedale Road Princeton, NJ 08541
Stanford Early School Achievement Test (SESAT)	Spanish/English	Math, language arts, studies in the environment	Grades K – 2 2 levels	The Psychological Corp. 555 Academic Court San Antonio, TX 78204
Early Assessment and Remediation Laboratory	Spanish/English	Assesses gross-motor, fine motor, language, visual discrimination and memory	Pre-K (ages 3-5)	Educational Teaching Aids 159 W. Kinzie Street Chicago, IL 60610

Test	Language	Areas Assessed	Target Population	Source/Address
California Achievement (see also CTBS/SABE listing –SABE is statistically linked to CAT E/F— Grades 1 – 8)	Spanish/English	Math computation, concepts, word problems, fractions	Grades K – 6	Santa Barbara County Schools Bilingual Project P.O. Box 6307 Santa Barbara, CA 93111
Hayward Bilingual Management System-Spanish Math Criterion Referenced and Mastery Tests	Spanish/Portuguese	Math concepts and computations	Grades K – 6	The Psychological Corp. 555 Academic Court San Antonio, TX 78204
New York State Mathematics Test	Spanish/English	Concepts, computation, problem solving	Grades 3, 6, 9	New York State Education Department The University of the State of New York Albany, NY 12224
Math Achievement Tests (K – 6) Secondary: General Math, Algebra I, Geometry, Algebra II (Pilot Test Edition)	Chinese, Ilokano, Korean, Philipino, Samoan	Assesses skills commonly taught at each level	Grades K – 6 (one test for @ grade level); Secondary	Seattle Public Schools Bilingual Programs 815 Fourth Avenue, North Seattle, WA 98109

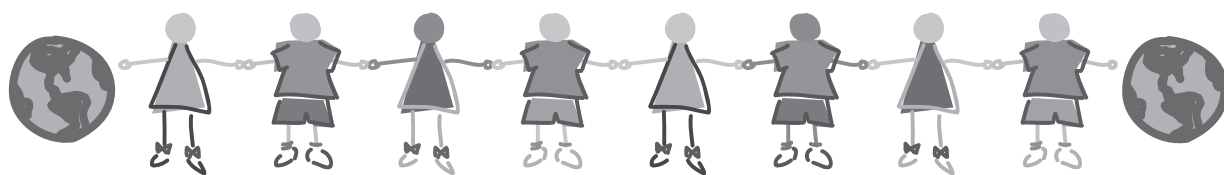| Test	Language	Areas Assessed	Target Population	Source/Address
Hayward Bilingual Management-Multi-Cultural Social Studies Criterion Referenced Test	Spanish/Portuguese	Concepts related to geography, history, human characteristics, self-concept, cultural differences	Grades K – 6	Bilingual Multicultural Ed. Project Hayward Unified School District P.O. Box 5000 Hayward, CA 94540
Bilingual Science Tests	Spanish/English	Achievement in general, science, and chemistry	Grades 5 – 8	Curriculum Bureau, Board of Education, 131 Livingston St., Room 610 Brooklyn, NY 11201
Social Studies Achievement Tests (K – 6) Secondary: *World Geography *World History *U.S. History (Pilot Test Edition) 1977-78	English with Chinese Korean Philipino Samoan	Assesses skills commonly taught at each level	Grades K – 6 (one test for @ grade level); Secondary	Seattle Public Schools Bilingual Program 815 Fourth Avenue, North Seattle, WA 98109

Developed by:

Nancy Cloud, Institute of Urban and Minority Education, Teachers College, 1988. Adapted by Bilingual Special Education Program, Department of Special Education, The University of Texas at Austin.

Appendix F
Guidelines for LEP Student Participation
in the Virginia State Assessment Program
(VSAP) - Stanford 9

LIMITED ENGLISH PROFICIENT STUDENTS:
GUIDELINES FOR TESTING IN THE VIRGINIA STATE ASSESSMENT PROGRAM
(NORM-REFERENCED TESTING)

This document provides information about testing limited English proficiency (LEP) students on the norm-referenced tests which comprise the Virginia State Assessment Program (VSAP). Included in this document are 1) guidelines for determining in what ways LEP students should participate in the VSAP, 2) procedures for providing testing accommodations for LEP students, 3) procedures for exempting LEP students from testing, 4) documentation requirements, and 5) reporting considerations.

I. Who Should Be Tested in the VSAP

It is expected that all students who are in grades 4, 6, and 9 in the Commonwealth of Virginia are to be tested in VSAP. This expectation includes LEP students at these grade levels unless participation in VSAP is clearly not in the best interest of the student. Determination as to how LEP students will participate in VSAP should be made according to the guidelines found in **Section V Procedures for Determining LEP Students' Participation in VSAP**.

II. Background

The tests which comprise the VSAP are norm-referenced tests (NRTs). The scores which result from norm-referenced tests compare the student's performance with scores of students in the same grade from across the nation. These comparisons are made possible through the creation of norms for the test. Norming involves giving the test in exactly the same way (standardized conditions) to a sample of students who are chosen to be representative of students from across the nation.The scores of students who take the test after it has been normed can then be compared to the scores of students in the norming group. Such a comparison provides a means of determining how local student achievement compares to the achievement of students across the country. Because LEP students, as an identified group, were not included in the norming sample, LEP students' scores will compare their achievement to that of students in the same grade whose primary language was English.

To ensure the most valid comparison of a student's performance with that of the students across the nation, students must take the test under the same standardized conditions used to test students in the norming sample. For example, the same directions must be used each time students are tested and the time limits for each test must be exactly the same.

III. Definition of LEP

Public Law 103-382 (Improving America's Schools Act, Title VII, Part E, Section 7501 (8)) defines an LEP student as one who:

F-1

A.   i) was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or

ii) is a Native American or Alaska Native who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; or

iii) is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and

B.   has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

IV. Reason for Inclusion of LEP Students in the VSAP

The U.S. Department of Education, Office for Civil Rights has outlined the procedures listed below for school districts to comply with the U. S. Civil Rights Act of 1964, Title VI and other supreme and federal court case decisions regarding the rights of limited English proficient students:

"The following procedures should be used by school districts to ensure that their programs are serving limited English proficient (LEP) students effectively:

- identifying students who need assistance;

- developing a program which, in the view of professional educators, has a reasonable chance for success;

- ensuring that the needed staff, curricular materials, and facilities are in place and used properly; developing appropriate evaluative standards for measuring the progress of students, including program exit criteria; and continued program assessment and modification where needed."

-The Provision of an Equal Education Opportunity to Limited English Proficient Students,U. S. Department of Education, Office for Civil Rights, 1992.

Reinforcing the legal obligations to LEP students, Administrative Superintendent's Memorandum No. 65, September 27, 1996, states:

Legal precedents clearly call for local school divisions to accommodate students whose native language is other than English in a manner whereby they can profit from educational opportunities afforded them. Programs for students identified as limited

English proficient (LEP) should include a means of identification, assessment and placement in an appropriate education program.

Questions about the obligations of school divisions to LEP students should be directed to the Foreign Language/ESL Specialist, Office of Secondary Education, Virginia Department of Education at (804) 225-2593.

V. Procedures for Determining LEP Students' Participation in VSAP

It is recommended that a committee which includes 1) a person responsible for the education of LEP students in the school or school division, 2) the student's content teacher(s), and 3) an administrator or designee (e.g., guidance counselor or reading specialist) be formed to determine how the LEP student will participate in the VSAP and which, if any, accommodations are required. The student's parent or guardian should also serve on the committee, if possible. For each student the committee must decide which of the following is appropriate for each subtest:

- testing with no accommodations
- testing with accommodations which maintain standard conditions
- testing with accommodations which are permissible but do not maintain standard conditions
- exemption from testing

Decisions about how an LEP student will be tested on the norm-referenced tests which comprise the VSAP should be made for each individual subtest. Students may take one or more subtests depending on the decision of the committee. Consideration should be given to the student's level of English proficiency, the level of previous schooling in the home language, and the amount of schooling the student has received in the United States. Questions about how to determine the English proficiency of LEP students should be directed to the Foreign Language/ESL Specialist, Office of Secondary Education, Virginia Department of Education at (804) 225-2593.

In determining how the student is to be tested on each of the subtests which comprise the norm-referenced test, the committee should consider the following questions:

1) Is the student's level of proficiency in English sufficient for the student to attempt the subtest? In making this decision the student's proficiency in both oral and written English should be considered. Information on the student's English language proficiency may be derived from school division assessments designed to determine English language proficiency, reading inventories, writing samples, teacher observations, and teacher-made tests.

    - If "YES ", the committee should consider question 2 in determining the student's need for testing accommodations.

- If "NO ", the student should not be tested on this subtest. See **Section VII, Exempting LEP Students from the VSAP**, for a description of the procedures to be followed in exempting LEP students from the VSAP.

2) Does the student typically receive accommodations such as those listed in **Section VI, Selection of Testing Accommodations for LEP Students**, during instruction or during classroom assessments in the content covered by the subtest?

- If "YES", the committee should consider the following section entitled **Selection of Testing Accommodations** in determining the student's need for testing accommodations on the subtest.

- If "NO", the student should take the subtest without any accommodations.

If an LEP student is also identified as having a disability under the Individuals with Disabilities Act (IDEA) or is identified as an otherwise "qualified handicapped" student under Section 504 of the Rehabilitation Act of 1973, then decisions about the student's participation in VSAP must be made by the IEP or 504 committee and be documented in the student's IEP or management tool. See the document entitled Students with Disabilities: Guidelines for Testing in the Virginia State Assessment Program (VSAP) for more information.

VI. Selection of Testing Accommodations for LEP Students

Accommodations for the VSAP tests should be selected from those the LEP student uses routinely in classroom instruction and assessment. **The purpose of accommodations is to ensure, insofar as possible, that LEP students receive accommodations on the VSAP tests which allow them equal opportunity to demonstrate their achievement; however, students should not be provided with unnecessary or inappropriate accommodations.** Furthermore, use of an unfamiliar accommodation during testing may have a negative impact on the student's performance. Students must take the test in English; translations of the test into a different language are not permitted.

A. Accommodations Which Maintain Standard Conditions

As noted above, NRTs will yield the most valid scores if the student takes the tests under standard conditions. Thus, if accommodations are required, those which do maintain standard conditions, are preferable. Accommodations may be of the following types: 1)timing/scheduling, 2)setting, and 3)presentation. Examples of accommodations which may be used while maintaining standardized conditions include:

Timing/Scheduling
- time of day
- student takes only one or two subtests a day (requires individual or small group testing)

- longer breaks between subtests (requires individual or small group testing)
- multiple test sessions (a subtest must be completed in one session)
- flexible schedule (order of tests)

Setting
- preferential seating (at the front of the room or in a study carrel)
- small group testing
- individual testing
- in a location with minimal distractions

Presentation
- simplify oral directions
- masks or markers to maintain place

NOTE: Questions about whether accommodations not listed in this document are allowable and whether they result in a standard or nonstandard administration of the test should be directed to the Division Director of Testing who may consult with Department of Education staff as necessary.

B. Accommodations Which Do Not Maintain Standard Conditions

Accommodations which do not maintain standard conditions should be used only if the committee agrees that testing the student under standard conditions would not yield scores which are an accurate representation of the student's achievement. Scores resulting from a nonstandard administration of a norm-referenced test must be interpreted with caution. Such scores can provide an indication of a student's strengths and weaknesses, but they do not provide an accurate indication of how well the student performed in comparison to students in the norming sample. Examples of accommodations which result in a nonstandard administration of the test include:

- extended time
- breaks during a subtest
- reading of test items on subtests, **other than reading,** in English
- use of a bilingual dictionary
- reading the embedded written directions in English to the student

NOTE: Questions about whether accommodations not listed in this document are allowable and whether they result in a standard or nonstandard administration of the test should be directed to the Division Director of Testing who may consult with Department of Education staff as necessary.

VII. Exempting LEP Students From the VSAP

In some cases the committee may decide that participating in the VSAP, even with accommodations, is inappropriate for the student. For example, the student's level of English proficiency may be inadequate to attempt any of the subtests even with accommodations. The committee shall review the decision to exempt the

student from VSAP as the student enters the grades included in VSAP. In making decisions related to the exemption of students from VSAP testing, school division personnel should remember that the exemption of students will reduce the percentage of students being tested. Participation rates are reported for each school division on the VSAP state report. The exemption of a student from a subtest used in computing the composite for a test will result in no composite being reported for the student.

VIII. Documentation of Decisions

Decisions addressing how the student will participate in VSAP should be documented in writing and filed in the student's scholastic record. A sample form is provided on page 8 of this document. School divisions may use this form or one of their own choosing. If the student's parent or legal guardian is not a member of the committee making the decision about the student's participation, the parent or legal guardian should be notified of the committee's decision regarding the student's participation in VSAP prior to VSAP testing.

Participation decisions may be one of the following:

- testing with no accommodations
- testing with accommodations which maintain standard conditions
- testing with accommodations which result in a nonstandard administration
- exemption from testing

A decision to exempt the student from testing must be accompanied by the reasons for the exemption.

IX. Reporting Considerations

Below is a chart which summarizes the impact on individual student scores and on school/division averages for LEP students who are 1) tested without accommodations, 2) tested with accommodations which maintain standard conditions (standard accommodations), 3) tested with accommodations which do not maintain standard conditions (nonstandard accommodations), and 4) exempted from testing in the VSAP.

Testing Situation	Individual Scores	School/Division Summaries
Without Accommodations	Individual student scores reported[1]	Scores included in school/division averages[1]
With "Standard" Accommodations	Individual student scores reported[1]	Scores included in school/division averages[1]
With "Nonstandard" Accommodations	Individual student scores reported. Record of scores accompanied by notation explaining that scores resulted from nonstandard administration[2]	Scores not included in school/division averages; instead summaries report number of LEP students who took the test under nonstandard conditions
Exempted from Testing	Identified as "not tested" on VSAP answer document; no scores reported	Reported as "not tested" in "Summary of Students Not Tested"

[1]The scores of LEP students taking norm-referenced tests under standard conditions may be depressed since LEP students were not included as an identified group in the sample of students on which the tests were normed.

[2]As noted above, scores which result from a nonstandard administration of a norm-referenced test must be interpreted with caution. Such scores can provide an indication of a student's strengths and weaknesses, but they do not provide an accurate indication of how well the student performed in comparison to students in the norming sample. For example, suppose that a student uses a bilingual dictionary on the norm-referenced test (a nonstandard accommodation) and receives national percentile ranks of 75 on the math subtest and 53 on the reading subtest. It is appropriate to interpret these scores as indicating greater achievement in math than in reading on the norm-referenced test. However, because the student was not tested under the same conditions as the students in the norming sample, it is not appropriate to say that this student scored as well or better on the math subtest than 75% of the students in the norming sample or that this student scored as well or better than 53% of the students in the norming sample.

**SAMPLE FORM FOR USE IN DOCUMENTING
LEP STUDENTS' PARTICIPATION IN THE VIRGINIA STATE ASSESSMENT
PROGRAM (VSAP)**

Student Name: _____   Grade: _____

School: _____

Note below the decisions of the committee convened to determine the appropriate level of participation for the above mentioned student in the VSAP.

Stanford 9 TA Subtests	Tested with NO Accommodation	Tested with Standard Accommodation(s)	Tested with Non-Standard Accommodation(s)	Exempted from Testing
Reading				
Mathematics				
Language				
Social Science (local option)				
Science (local option)				

Committee Members' Signature:

_____   _____
　　　　　　　　　Signature　　　　　　　　　　　　　　　　　　　Date

_____   _____
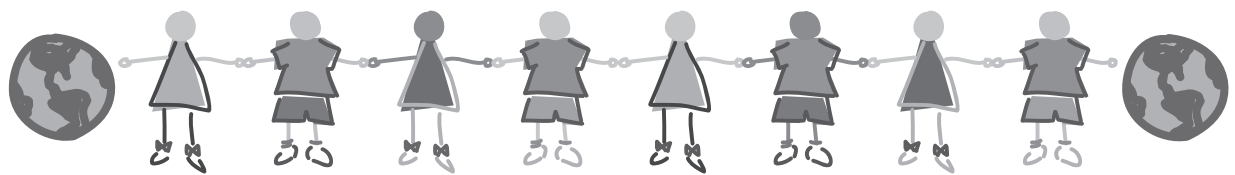　　　　　　　　　Signature　　　　　　　　　　　　　　　　　　　Date

_____   _____
　　　　　　　　　Signature　　　　　　　　　　　　　　　　　　　Date

Appendix G
Guidelines for LEP Student Participation in Virginia's Standards of Learning Assessments

LIMITED ENGLISH PROFICIENT STUDENTS:
Guidelines for Participation in the Standards of Learning Assessments

This document provides information about the participation of limited English proficient (LEP) students in the Standards of Learning (SOL) assessments. Included in this document are 1) guidelines for determining in what ways LEP students will participate in the SOL assessments, 2) procedures for providing testing accommodations, 3) procedures for exempting LEP students from participation in the SOL assessments, and 4) documentation requirements.

I. Who Should Be Tested

It is expected that all students who are in grades 3, 5, 8, and specific high school courses in the Commonwealth of Virginia will participate in the SOL assessments. This expectation includes LEP students at these grade levels/courses unless participation in the field test is clearly not in the best interest of the student. LEP students in grades 3, 5, or 8 may exercise a one time exemption from SOL assessments at any one of these grade levels. Determination as to how LEP students will participate in the SOL assessments should be made according to the guidelines found in **Section V, Procedures for Determining LEP Students' Participation in the SOL Assessments**.

II. Purpose of the SOL Assessments

The purpose of the SOL assessments is to measure the achievement of students on the Standards of Learning, adopted by the Board of Education in 1995, the areas of English, mathematics, history/social science, and science at grades 3, 5, 8, and selected high school courses, and technology at grades 5 and 8.

III. Definition of LEP

Public Law 103-382 (Improving America's Schools Act, Title VII, Part E, Section 7501 (8)) defines an LEP student as one who:

A.   i) was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or

ii) is a Native American or Alaska Native who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level English language proficiency; or

iii) is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and

B.   has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

IV. Reason for Inclusion of LEP Students in the SOL Assessments

The U.S. Department of Education, Office for Civil Rights has outlined the procedures listed below for

school districts to comply with the U. S. Civil Rights Act of 1964, Title VI and other supreme and federal court case decisions regarding the rights of limited English proficient students:

"The following procedures should be used by school districts to ensure that their programs are serving limited English proficient (LEP) students effectively:

- C   identifying students who need assistance;
- C   developing a program which, in the view of professional educators, has a reasonable chance for success;
- C   ensuring that the needed staff, curricular materials, and facilities are in place and used properly; developing appropriate evaluative standards for measuring the progress of students, including program exit criteria; and
- C   continued program assessment and modification where needed."

> -The Provision of an Equal Education Opportunity to Limited English Proficient Students, U. S. Department of Education, Office for Civil Rights, 1992.

Reinforcing the legal obligations to LEP students, Administrative Superintendent's Memorandum No. 65, September 26, 1997, states:

> Legal precedents clearly call for local school divisions to accommodate students whose native language is other than in a manner whereby they can profit from educational opportunities afforded them. Programs for students identified as limited English proficient (LEP) should include a means of identification, assessment and placement in an appropriate education program.

Questions about the obligations of school divisions to LEP students should be directed to the Foreign Language/ESL Specialist, Office of Secondary Education, Virginia Department of Education at (804) 225-2593.

The importance of LEP students participating in the SOL assessments is reinforced by the fact that, beginning the with Class of 2004, students desiring a standard or advanced studies diploma will need to earn a prescribed number of credits as well as specified units of verified credit. Students may earn verified credit "based on a minimum of 140 clock hours of instruction and the achievement by the student of a passing score on the end-of-course Standards of Learning test for that course." (8 VAC 20-131-110, B)

V. Procedures for Determining LEP Students' Participation in the SOL Assessments

It is recommended that a committee which includes 1) a person responsible for the education of LEP students in the school or school division, 2) the student's content teacher(s), and 3) an administrator or designee (e.g., guidance counselor or reading specialist) be formed to determine how the student will participate in the SOL assessments and which, if any, accommodations are required. The student's parent or guardian should also be invited to serve on the committee, if possible. For each student the committee should specify the student's participation in each of the SOL assessments:

C   with no accommodations

C   with accommodations which maintain standard conditions (listing specific accommodations)

C   with accommodations which are permissible but do not maintain standard conditions (listing specific accommodations)

C   exemption from testing with an explanation for the exemption

Decisions about how an LEP student will be tested on the SOL assessments should be made for each individual content area to be assessed. Consideration should be given to the student's level of English proficiency, the level of previous schooling in the home language, and the amount of schooling the student has received in the United States. Questions about how to determine the English proficiency of LEP students should be directed to the Foreign Language/ESL Specialist, Office of Secondary Education, Virginia Department of Education (804) 225-2593 .

In determining how the student is to be tested on each test the committee should consider the following questions:

1)   Has the student already used the one-time exemption from SOL assessments in an earlier grade level? If "YES", go to question 3. If "NO", should the student be exempted from this test, recognizing that this will be the student's one-time exemption?

2)   Is the student's level of proficiency in English sufficient for the student take the test? Information on the student's English language proficiency may be derived from school division assessments designed to determine English language proficiency, reading inventories, writing samples, teacher observations, and teacher-made tests.

      C   If "YES", the committee should consider question 2 in determining the student's need for testing accommodations.

      C   If "NO", the student should not be tested on this test. See **Section VII, Exempting LEP Students from the SOL Assessments**, for a description of the procedures to be followed in exempting LEP students from the SOL assessments .

3)   Does the student typically receive accommodations during instruction or during classroom assessments in the content area covered by the test?

      C   If "YES", the committee should review Section VI, Selection of Testing Accommodations for LEP Students to determine the LEP student's need for testing accommodations.

      C   If "NO", the student should take the test without any accommodations.

If an LEP student is also identified as having a disability under the Individuals with Disabilities Act (IDEA), P.L. 105-17, or is identified as an otherwise"qualified handicapped" student under Section 504 of the Rehabilitation Act of 1973, then decisions about the student's participation in the SOL assessments must be made by the IEP or 504 committee and be documented in the student's IEP or management tool. See the document entitled Students with Disabilities: Guidelines for Testing in the Standards of Learning

Assessments for information.

VI. Selection of Testing Accommodations for LEP Students

Accommodations for the SOL assessments should be selected from those the LEP student uses routinely in classroom instruction and assessment. **The purpose of accommodations is to ensure, insofar as possible, that LEP students receive accommodations on the SOL assessments which allow them equal opportunity to demonstrate what they know and can do; however, students should not be provided with unnecessary or inappropriate accommodations.** Furthermore, use of an unfamiliar accommodation during testing may have a negative impact on the student's performance. Students must take the test in English; translations of the test into a different language are not permitted.

 A.   Accommodations Which Maintain Standard Conditions (Standard Accommodations)
Some accommodations allow a student to take the test in a different way without changing what the test is measuring. For the purposes of this document, these are referred to as accommodations which maintain standard conditions or standard accommodations. Examples standard accommodations are listed below.

Timing/Scheduling
C   time of day
C   breaks during test
C   multiple test sessions
C   order of tests administered

Setting
C   preferential seating (at the front of the room or in a study carrel)
C   small group testing
C   individual testing
C   location with minimal distractions

Presentation
C   reading the test items in English to the student (except on the English: Reading/Literature, and Research test)
C   reading the directions in English to the student
C   simplifying oral directions
C   place markers to maintain place

Response
C   student responds verbally/teacher or proctor marks answer document

B.   Accommodations Which Are Permissible But Do Not Maintain Standard Conditions (Nonstandard Accommodation)

Accommodations which significantly change what a test is measuring and do not maintain standard conditions of the test are referred to in document as nonstandard accommodations. This type of

accommodation should be used only if the committee agrees that student requires such an accommodation(s) in order to participate in SOL Assessments Scores resulting from a nonstandard accommodation must be accompanied by an explanation that these scores resulted a nonstandard administration. Examples of accommodations which permissible but do not maintain standard conditions include:

Presentation
C reading test items in English on the English: Reading/Literature, and Research test
C bilingual dictionary

Response
C dictation in English to a scribe (writing sample component of the writing test only)

If a student utilizes a non-standard accommodation, the record of that score be accompanied by a notation explaining that the score resulted from a non-standard administration. A student, identified as limited English proficient, who has passed an SOL assessment utilizing any accommodation including a non-standard accommodation has passed for all purposes.

NOTE: Questions about whether accommodations not listed are allowable should be directed to the Division Director of Testing who may consult with Department of Education staff as necessary.

VII. Exempting LEP Students From the SOL Assessments

In some cases, the committee may decide that participating in the SOL assessments , even with accommodations, is inappropriate for the LEP student in grades 3, 5, or 8. For example, the student's level of English proficiency may be inadequate to attempt any of the tests even with accommodations.

8 VAC 20-131-30, A states "Limited English proficient students may be exempted from the SOL tests for one grade level only in grades 3, 5, and 8. In order to be granted verified credit, all students must meet the clock hour and testing requirements set forth in these regulations." The committee, therefore, may make such an exemption for LEP students at only one grade level in grades 3, 5, and 8. Such exemptions should be documented in the student's file as to reason and the ramifications of such exemptions shall be clearly stated and conveyed to the student's parent or guardian.

VIII. Documentation of Decisions

Decisions about how the LEP student will participate in the SOL assessments should be documented in writing and filed in the student's scholastic record. A decision to exempt the student from testing must be accompanied by the reasons for the exemption and the ramifications of such exemption. A sample form is provided on page 7 of this document. School divisions may use this form or one of their own choosing.

If the student's parent or legal guardian is not a member of the committee making the decision about the student's participation, the parent or legal guardian should be notified in writing of the committee's decision regarding the student's participation in the SOL assessments prior to test administration. If the student is using the one-time exemption from the SOL assessments, the student's parent or legal guardian must be notified in writing of the ramifications of this decision.

Participation decisions may be one of the following:
C   with no accommodations
C   with accommodations which maintain standard conditions (listing specific accommodations)
C   with accommodations which are permissible but do not maintain standard conditions (listing specific accommodations)
C   exemption from testing with an explanation for the exemption and a statement of the ramifications of the decision

SAMPLE FORM FOR USE IN DOCUMENTING
LEP STUDENTS' PARTICIPATION IN THE SOL ASSESSMENTS

Student Name: _____   Grade: _____

School: _____

Note below the decisions of the committee convened to determine the appropriate level of participation for the above mentioned student in the _____ (date) SOL Assessments.

SOL Assessment Area	Participation in the SOL Assessment with NO Accommodation	Participation in the SOL Assessment with Standard Accommodation (Please list)	Participation in the SOL Assessment with Non-Standard Accommodation (Please list)	Exempted from Participation in the SOL Assessment*
English- reading, literature, research				
English- writing (grades 5, 8, and high school)				
Mathematics				
History/Social Science				
Science				
Computer/ technology (grades 5 and 8)				

* Students may have a one-time exemption only, in grades 3, 5, and 8.

Committee Members' Signature:

_____   _____
                        Signature   Date

_____   _____
                        Signature   Date

_____   _____
                        Signature   Date

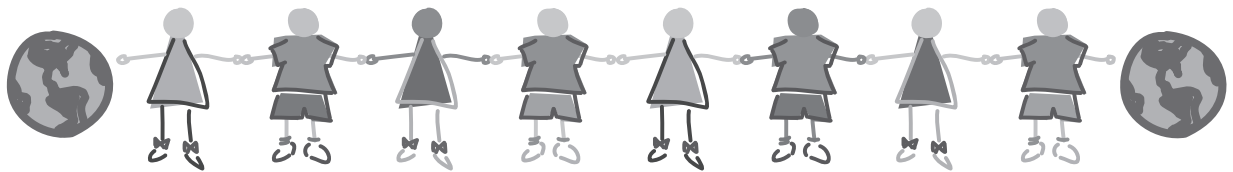Parent Informed of Committee Decision (if not a member) _____
                                                                                            Date

Appendix H

Fact Sheet - Office of Civil Rights (OCR)
Policy Update on Shools' Obligations Toward National Origin Minority Students with Limited English Proficiency
U.S. Department of Education & Office for Civil Rights

FACT SHEET--OCR POLICY UPDATE ON SCHOOLS' OBLIGATIONS TOWARD NATIONAL ORIGIN MINORITY STUDENTS WITH LIMITED-ENGLISH PROFICIENCY

<u>Purpose of the Policy Update</u>

Q: Why is this issue important?

A: Without special language assistance, an estimated two million limited-English proficient students from a wide variety of ethnic and racial backgrounds may not have meaningful access to their schools' programs. In his AMERICA 2000 strategy, the President calls for meeting the educational needs of all students.

Q.   Why is OCR involved in this area?

A.   OCR is responsible for enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin in programs or activities that receive Federal financial assistance. OCR has interpreted Title VI to require that school districts "take affirmative steps to rectify [English] language deficiencies which have the effect of excluding national origin minority children from participation in the educational program offered." In <u>Lau v. Nichols</u>, 414 U.S.563 1974), the Supreme Court upheld this interpretation of Title VI.

Q: What is the purpose of the policy update?

A: The policy update is designed to provide additional guidance to our regional offices about what schools must do to comply with Title VI. OCR has distributed this policy widely to make schools, parents, and students aware of schools' obligations under Title VI and to ensure better compliance with Title VI. This policy update does not change OCR's policy under Title VI.

<u>Acceptable Alternative Language Programs</u>

Q.   Must school districts use a particular type of alternative language program, such as transitional bilingual education or English as a Second Language, to comply with Title VI?

A: No. Districts may use any program that is recognized as sound by some experts in the field or is considered a legitimate experimental strategy. Examples of such programs include transitional bilingual education, bilingual/bicultural education, structured immersion, developmental bilingual education and English as a Second Language.

Q: Has a school district satisfied its responsibilities under Title VI once it chooses an appropriate alternative language program?

A: No. The district must also carry out the program properly and provide the teachers and resources necessary for the program to succeed. In addition, the school district must modify its program if, after a legitimate trial, it does not succeed in enabling LEP students to overcome their language barriers. As a practical matter, school districts will be unable to comply with this requirement without periodically evaluating their programs.

Staffing Requirements

Q: What sort of qualifications must teachers in a bilingual education program have?

A: Teachers of bilingual classes must be able to speak, read, and write both languages, and they should have received adequate instruction in the methods of bilingual education. They must also be fully qualified to teach the subject matter of the bilingual courses. In addition, the school district must be able to show that it has determined that its bilingual education teachers have the required skills.

Q: If a school district uses a program other than bilingual education, what sort of qualifications must the program's teachers have?

A: The program's teacher must have received adequate training in the specific teaching methods required by that program. This training can take the form of in-service training, formal college coursework, or a combination or the two. The district should ensure, through testing and classroom observation, that teachers have actually mastered the skills necessary to teach in the program successfully.

Q: How can a school district comply with Title VI if qualified teachers for its program are unavailable?

A: First, a district should be prepared to describe the efforts it has made to hire qualified teachers. If qualified teachers are temporarily unavailable, the district must require its teachers to work toward obtaining formal qualifications. In addition, the district must ensure that those teachers receive sufficient interim training to enable them to function adequately in the classroom, as well as any assistance they

may need from bilingual aides that may be necessary to carry out the district's interim program.

Q: Can LEP students be taught solely by bilingual aides?

A: No. Bilingual aides must work under the direct supervision of qualified classroom teachers. LEP students should not be receiving instruction from aides rather than teachers.

Q: What qualifications must bilingual aides meet?

A: To the extent that the district's chosen educational program requires native language support, and if the district relies on bilingual aides to provide such support, the district should be able to demonstrate that it has determined that its aides have the appropriate level of skill in speaking, reading, and writing both languages. Aides at the kindergarten and first grade level, however, need not demonstrate reading and writing proficiency.

Exit Criteria for Language Minority LEP Students

Q: When can a school district exit a student from an alternative language program?

A: Students may not be exited from an alternative language program unless they can read, write, and comprehend English well enough to participate meaningfully in the district's regular program. Exit criteria that simply measure a student's oral language skills are inadequate. The district's exit criteria should be based on objective standards, such as test scores, and the district should be able to explain why students meeting those criteria will be able to participate meaningfully in the regular classroom.

Q: If a school district elects to emphasize English over other subjects when LEP students first enroll, does the district have any obligation to provide special instruction to the students once they learn English well enough to function in the regular classroom?

A: Yes. While schools with such programs may discontinue special instruction in English once LEP students become English-proficient, schools must provide the assistance necessary to remedy academic deficiencies that may have occurred in other subjects while the student was focusing on learning English.

Gifted/Talented Program

Q: Can school districts refuse to consider admitting LEP students to
      gifted/talented programs?

A: No. If a district has a process for locating and identifying
      gifted/talented students, it must also locate and identify gifted/talented
      LEP students who could benefit from the program. Exclusion of LEP students
      from gifted/talented programs must be justified by the needs of the
   particular students or by the nature of the program.

OCR Compliance Activities

Q: How does OCR ensure that school districts fulfill their obligations under
      Title VI?

A: OCR investigates complaints filed by individuals or groups who believe that
      they, or others, have been subjected to discrimination. Even if no formal
      complaint has been filed, OCR can conduct compliance reviews of school
      districts to determine whether they are fulfilling their obligations under
      Title VI. In addition to conducting investigations, OCR provides technical
      assistance to state and local education agencies and program beneficiaries
      to inform them of their obligations and rights under Title VI. Technical
      assistance is provided using a variety of methods including on-site
      consultations, training, workshops, and meetings.

Q: What happens if OCR finds that a school district's treatment of LEP
      students violates Title VI?

A: If OCR finds a Title VI violation, we try to negotiate a corrective action
      plan under which the district specifies the actions it will take to remedy
      the violation. If negotiates are successful, OCR issues a letter that the
      district has agreed to remedy the violation. We then monitor the
      district's actions to ensure that it has carried out the corrective action
      plan.

      If OCR is unable to get the district to agree to a corrective action plan,
      we initiate formal enforcement activities which, after an administrative
      hearing, can lead to the termination of all Federal financial assistance to
      the district unless the district agrees to remedy the Title VI violation.

Q: Who can we contact for information on how to file a complaint or obtain
      technical assistance?

A: You can call OCR at (202) 732-1213 to obtain the address and teLEPhone
      number of the OCR regional office responsible for your area. The regional
      office will be able to give you specific information about filing a
      complaint or obtaining technical assistance.

Appendix I

Current (1999) Guidelines for Educational Services for Limited English Proficient Students U.S. Department of Education, Office for Civil Rights (OCR) Southern Division, District of Columbia Office
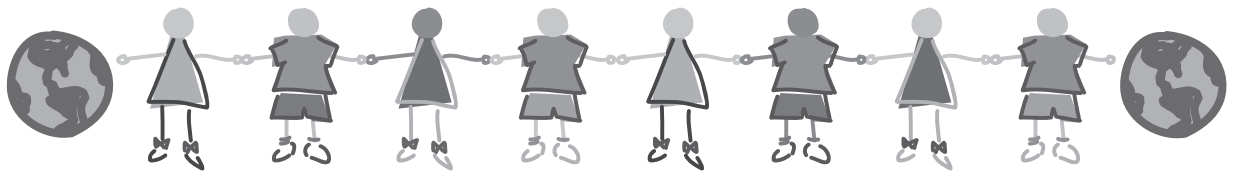
U.S. DEPARTMENT OF EDUCATION
OFFICE FOR CIVIL RIGHTS (OCR)
SOUTHERN DIVISION
DISTRICT OF COLUMBIA

Note: The purpose of this document is to facilitate a partnership approach to civil rights compliance between the District of Columbia Office for Civil Rights, local school officials, and interested members of local communities. The document is designed to assist local school officials and community groups in understanding requirements and strategies for enhancing educational programs for limited-English proficient (LEP) or language minority students. The document is not official publication of the U.S. Department of Education. Nor is there any requirement that school officials or community groups use this document.

EDUCATIONAL SERVICES FOR
LIMITED-ENGLISH PROFICIENT
STUDENTS

INTRODUCTION

The United States has over 3 million school-age children whose first language is not English. Many of these students, who speak over 150 different languages, have limited English language skills. In 1995, the most recent year for which data are available, an estimated 6.9% of the nation's students in kindergarten through grade 12 were limited English proficient. The number of LEP students continues to rise. With the transformation of the American demographic landscape, many communities and schools around the country are encountering for the first time students who enter their schools having difficulties communicating or performing academically in English.

It is a little known fact that the majority of LEP students in this country are U.S.. Citizens. Some came here with their families to escape war, poverty, or oppression in other countries; some spent their first years living in refugee camps in southeast asia or fleeing wars in northern Iran, Bosnia, or Rwanda. Others completed rigorous elementary school programs in Europe, Asia, or Latin America.

All of these students need access to an education that will permit them to participate fully in Americas' increasingly complex society. Without special help in learning English, most of these students will not receive the equal educational opportunity necessary for success in this country.   Limited English proficient students face the dual challenges of both learning English and mastering the other subjects they will need, in order to succeed.

Today's challenge for educators is to help limited English proficient students achieve the strong command of the English language necessary to realize eventual social and economic success. Lack of English language proficiency often results in repeated failure in the classroom, falling behind in grade, inappropriate placement in special education, and dropping out of school. Poorly, conceived school district policies can aggravate these problems.

OCR'S GOAL

To assist the district in providing services to LEP students, so that these students may enjoy equal educational opportunity and meaningful participation in the district's educational programs.

LEGAL GUIDANCE:

**ENSURING EQUAL EDUCATIONAL OPPORTUNITY FOR
NATIONAL ORIGIN MINORITY CHILDREN
WHO ARE LIMITED-ENGLISH PROFICIENT**

Districts are required to take affirmative steps to rectify the language deficiencies of national-origin minority students where inability to speak and understand the English language prevents such students from effective participation in the district's program. A district should have procedures in place for identifying LEP students to ensure that all language minority students who are unable to participate effectively in the regular instructional program are receiving alternative language services. Such procedures should be designed and implemented in a way that ensures that a district will identify all language minority students who are unable to speak, read, write, or understand the English language. In providing educational services to language minority students, school districts may use any method or program that has proven successful, or may implement any sound educational programs that promises to be successful. Districts are expected to carry out their programs, evaluate the results to make sure the programs are working as anticipated, and modify programs that do not meet expectations. An in-depth discussion of the legal standards appears in the appendix at the end of this brochure.

APPLICATION OF THE LEGAL STANDARDS

Below is an outline of OCR's approach in applying the legal standards to a school district's alternative language program in the area of identification, assessment, alternative language services, program participation, staffing instructional materials, resources and facilities, exit criteria, program evaluation, parental notice, segregation, special opportunity programs, and special education.

INDENTIFICATION AND ASSESSMENT

A district should have procedures in place for identifying LEP students and assessing their language proficiency, to ensure that all language minority students who are unable to participate effectively in the regular instructional program are receiving alternative services. Such procedures should be designed and implemented in a way that ensures a district identifies all language minority students who are unable to speak, read, write, or understand the English language.

IDENTIFICATION

OCR does not mandate any specific method for identifying potential LEP students. Below are some recommended approaches.

- Your school district could use a survey approach. You may consider the following:

- The survey should determine if another language other than English is spoken in the home. Examples of questions that could be asked are:

  ➢ Whether the student speaks a language other than English;

  ➢ Whether the student understands a language other than English; and

  ➢ Whether the student's language skills have been influenced by a language other than English spoken by someone else, such as a grandparent, babysitter, or other adult.

- To be effective, the survey should be given to all students.

- The district could use its enrollment form as a primary tool for identifying LEP students. This form would ask questions similar to those asked on the above-referenced survey, but would be completed by all students or their parents during the enrollment process.

- During enrollment, your district could conduct a personal interview with all students and their parents to determine whether a language other than English is spoken in the home. To conduct such an interview, the interviewer should have appropriate language skills or knowledge.

- The district also could start an identification program involving teachers and administrators to help identify any LEP students not identified in the above procedures.

ASSESSMENT

- All students identified, as having a primary or home language other than English should be assessed to determine the extent of their English language skills. This assessment may be based on formal testing methods or other informal methods designed to assess the student's language skills.

- Formal assessment instruments used by the district should be validated as appropriate to the purposes for which the district is using them.

- The district should provide trained staff to administer, evaluate, and interpret the results of the assessment method used.

- The district should, at a minimum, assess the student's ability to speak, read, write, and understand the English language.

- The district's assessment should identify a specific level of English-language proficiency at which students are considered LEP and eligible for appropriate services.

- If the district has a bilingual program, students should be assessed in both languages.

ALTERNATIVE LANGUAGE SERVICES

School districts have broad discretion in selecting appropriate alternative language programs, but should consider tow general area when selecting an alternative program. First, the district should consider whether there is a need to provide alternative language program services to LEP students. Second, the district should consider whether its alternative language program is likely to meet the educational needs of language minority students effectively. A district may demonstrate that its program is considered sound by some experts in the field, or that is a legitimate experimental strategy. Some approaches that fall under this category include English as a Second Language (ESL), transitional bilingual education, bilingual/bicultural education, structured immersion, and developmental bilingual education.

- The district should state the overall goals of its alternative language programs.

- The program should be coordinated with the regular program to ensure LEP students receive subject matter content as quickly as possible.

- Mainstream teachers should be trained to work with LEP students, and to assist ESL and other alternative language program teachers with providing LEP students a meaningful opportunity to participate.

PROGRAM PARTICIPATION

A school district should provide alternative language services to all language minority students who need such services. A district should provide services designed to overcome effectively the language barriers of all its LEP students.

- All identified LEP students in the district should be served in an alternative language program.

- Participation in an alternative language program should be applicable toward graduation requirements.

- Parents should be involved in determining whether students will be placed in an alternative language program.

STAFFING

A district should provide adequate staff necessary to properly implement its chosen program. Many states and school districts have established formal qualifications for teachers working in a program for LEP students.

- When formal qualifications have been established, and when a district generally requires its teachers in other subjects to meet formal requirements, a district lacking adequate staff has two options:

  ➢ it should hire formally-qualified teachers trained to provide alternative language services, or

  ➢ it should require that teachers already on staff work toward attaining those formal qualifications.

- A district should provide qualified or adequately trained staff within a reasonable period.

- If a district has been unsuccessful in hiring qualified teachers, it should provide adequate training to teachers already on staff. Such training should take place as soon as possible.

- A district may employ bilingual aides or tutors to assist in the provision of services, but these individuals should work under the direct supervision of qualified classroom teachers. The use of aides or tutors should occur only on an interim basis; LEP students should not receive long-term instruction from aides rather than teachers.

INSTRUCTIONAL MATERIALS, RESOURCES, AND FACILITIES

To ensure that alternative language program services are delivered effectively, school districts should provide adequate resources, such as instructional materials, in accordance with the requirements of the program.

- The quality and quantity of available instructional materials should be adequate to meet the English language and academic needs of LEP students.

- The instructional materials should be provided on a timely basis.

- The quality of facilities and services available to LEP students should be comparable to those available to non-LEP students.

- The quality of instructional materials available to LEP students should be comparable to those available to non-LEP students.

EXIT CRITERIA

The district should establish criteria to determine when a LEP student qualifies for exiting an alternative language program. If a district's alternative language program has the effect of interrupting opportunities for normal academic progress, the district is obligated to remedy the resulting academic deficits.

- LEP students should be evaluated to determine whether they qualify to exit the alternative language program.

- The district should be able to demonstrate that its exit criteria are based on objective standards that ensure students will be able to participate meaningfully in the regular educational environment.

- The exit criteria should ensure that students can speak, read, write, and comprehend English sufficiently to participate meaningfully in the district's educational program.

- The exit criteria must provide a meaningful opportunity for LEP students to be reassigned to the regular educational environment.

- The district should ensure that former LEP students will have access to the full school curriculum once they have exited the alternative program.

- The district should monitor the academic progress of former LEP students, including a formal review of grades on a regular basis.

PROGRAM EVALUATION

Districts that have alternative language programs for LEP students must monitor the programs to ensure that they effectively meet the needs of LEP students. A district should maintain data regarding its implementation of an alternative language program, and the progress of students who participate in the program.

- The district should have a procedure in place that ensures periodic evaluation of the alternative program to determine its effectiveness for LEP students.

- The district should record whether former LEP students are keeping up with their non- LEP peers in the regular educational environment.

- The district should record whether former LEP students are able to participate successfully in essentially all aspects of the school curriculum without the use of simplified English materials.

- The district should record whether former LEP students are being retained in grade or are dropping out at a rate similar to those of their non-LEP peers.

PARENTAL NOTICE

Districts should provide the parents of LEP students with notices containing the same information that is provided to the parents of their non-LEP peers. To be adequate, such notices must be furnished in a language appropriate to the parents.

- The district should develop procedures to determine which documents should be translated in the home language, or whether a teLEPhone call from a translator would be sufficient.

- The district should maintain a resource list of qualified translators to translate documents for language groups where the number of students may be small.

SEGREGATION

A limited segregation of LEP students from non-LEP students is permissible where the benefits accrued in remedying language barriers that impede their academic potential outweigh the adverse effects of the segregation. A district should carry out its chosen program in the least segregative manner consistent with achieving its stated goals.

- LEP students should be integrated with their non-LEP peers in programs or activities where a high level of English proficiency is not essential, such as recess, physical education, art, and music.

SPECIAL OPPORTUNITY PROGRAMS

LEP students should have access to the full school curriculum while participating in an alternative language program. A district may not categorically exclude LEP students from vocational education programs, programs for the gifted and talented, and other services.

- If a district has a process for locating and identifying gifted or talented students, it must also locate and identify gifted or talented LEP students who could benefit from the program.

- The district should ensure that the access of LEP students to counseling, social and other services is comparable to that available to non-LEP students.

- Educational justifications for excluding any LEP students from programs should be comparable to justifications used in excluding a non-LEP student.

SPECIAL EDUCATION FOR LEP STUDENTS

Districts may not assign students to special education programs on the basis of criteria that essentially measure and evaluate English language skills. Districts may not refuse to provide alternative language services and special education to students who need both.

In reviewing whether a districts' special education referral and evaluation procedures for LEP students are in compliance with legal requirements, OCR recommends that district staff consider the effect of the language development and proficiency on their test results. If a student is not proficient in the language skills required to complete an evaluative instrument, the results may not be valid. If district staff rely primarily on invalid evaluative data, without considering other sources of information about the student, the district may be in violation of civil rights laws.

- The district should ensure that LEP students are being placed in the special education program because of actually qualifying conditions, and not simply because of cultural differences or a lack of English-language skills.

- The parents of special education LEP students should receive notices of procedural safeguards and other information in a language they understand.

- The district should use appropriate assessment methods for LEP students that take into account language and cultural differences. If validated tests are not available in the students' primary language, the district should use alternative assessment procedures.

- Interpreters and other staff who assist in the assessment of LEP students should be trained to carry out the procedures.